New Jersey Quality Single Accountability Continuum (NJQSAC) User Manual for County Special Services School Districts

New Jersey Department of Education

Division of Field Support and Services

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New Jersey Quality Single Accountability Continuum User Manual for County Special Services School Districts (CSSSD)

Introduction

Across New Jersey, there is a common vision shared by all educators that all students should have access to a high-quality education. This is achieved when students have the opportunity to thrive as they advance through each grade and develop the skills and knowledge needed to choose a successful path following high school.

In order to assist school districts in achieving this vision, the New Jersey Department of Education (NJDOE) is clarifying, aligning and simplifying the state's systems of accountability, including the federal requirements of the Every Student Succeeds Act (ESSA), New Jersey Quality Single Accountability Continuum (NJQSAC) and school and district performance reports. With clarity, alignment and simplicity in federal and state oversight, New Jersey's schools and districts will spend less time, energy and resources on providing evidence of compliance, and more time, energy and resources on teaching and learning. The NJDOE has conducted comprehensive feedback sessions aimed at engaging various stakeholder groups in shaping the ESSA State Plan and the NJQSAC state evaluation model. A number of important innovations have been incorporated into our systems of accountability due to this feedback.

While measuring student proficiency in English language arts, math, and science continues to be an important requirement for federal accountability, the NJDOE believes that student progress should also be measured and reported as continuous growth toward proficiency for all students. The NJDOE developed its tiered systems of support to provide assistance to schools and districts based on their unique needs. Additionally, required data for NJQSAC, ESSA and the school performance reports have been aligned, to the greatest extent possible, to reduce overly-burdensome data collection practices.

Background

In 2005, the New Jersey Legislature enacted the education law (N.J.S.A. 18A:7A-10) that established NJQSAC to ensure that school districts are providing a thorough and efficient education for all students. The NJDOE created regulations at N.J.A.C. 6A:30 to implement the law. NJQSAC is initiated by a self-evaluation process of various stakeholders in each school community. Once this self-evaluation is completed in the five District Performance Review (DPR) areas of the model, the Department's county offices of education, led by executive county superintendents (ECS), conduct a verification process using the minimum Documentation for Verification to be provided by the district for each of the quality performance indicators in the following DPR areas:

1) Instruction and Program;
2) Fiscal Management;
3) Governance;
4) Operations; and,
5) Personnel.

The administrative code for NJQSAC, N.J.A.C. 6A:30, is reviewed every five years. The most recent re-adoption in the fall of 2017 placed emphasis on the following areas:

- A focus on teaching and learning including an accountability balance for student proficiency and student progress as measured by the median student growth percentile (mSGP)
- Continual teacher and school leader professional development;
- A tiered approach to supporting student achievement;
- A district budgeting process aligned to improving student achievement and teacher practice; and,
- An improvement to the learning environment, culture and governance that is collaborative,consistent, and predictable.

NJQSAC CSSSD User Manual

The purpose of the NQSAC CSSSD User Manual is to ensure that there is clarity in the requirements of the DPR, simplification in the process, and alignment in expectations to provide reliable and valid implementation of NJQSAC across all counties. The user manual is intended to increase transparency in expectations and mutual accountability among districts and the offices in the NJDOE that support them.

The changes outlined and represented in N.J.A.C. 6A:30 and in the NJQSAC CSSSD User Manual are the NJDOE's continued effort to improve the NJDOE's support to New Jersey school districts. These changes do not reinvent the ways we support student learning, nor do they dismiss the incredible work our districts already do to support student learning. Rather, the NJDOE is building upon those efforts in the spirit of continuous improvement in meeting the demands of our local communities, state, and nation to provide an excellent education for all students.

Disclaimer

The information provided in the following NJQSAC CSSSD User Manual is designed to assist school districts and county offices in the implementation of the NJQSAC evaluation process. This manual is not intended to provide, and should not be relied upon, for legal advice regarding any specific issue or factual circumstance. This manual references NJQSAC Statute 18A:7A-10, which is subject to change. Feedback including comments, corrections or suggestions should be emailed to QSAC@doe.nj.gov.

The New Jersey Quality Single Accountability Continuum Process

The New Jersey Quality Single Accountability Continuum (NJQSAC) is a single, comprehensive accountability system that consolidates state and federal monitoring requirements (e.g., the federal mandate for reporting chronic absenteeism from *ESSA* and the state mandate for reporting HIB incidents from the *Anti-Bullying Billof Rights Act*). Through the NJQSAC process, each district completes a District Performance Review (DPR), commencing with a self-assessment. The self-assessment tool has been developed by the NJDOE to measure the district's strengths and weaknesses by the weighted quality performance indicators in all five areas of school district effectiveness. County offices review and verify the district's self-assessment and then calculate the district's NJQSAC scores. Some quality performance indicator scores, particularly in the Instruction and Program DPR area, areprovided by the NJDOE.

The New Jersey State Board of Education most recently re-adopted, with revisions, the DPRs which are incorporated in N.J.A.C. 6A:30-1.1, *et seq*., as the chapter appendices (*Appendix A* and *Appendix B*), on November 1, 2017. The NJDOE revised the DPRs, particularly in Instruction and Program and Personnel, to better align with New Jersey's federally approved *ESSA* plan and to better identify areas where the NJDOE can provide more support to districts. The revised DPR will result in a more comprehensive assessment of districts, a more accurate placement of districts on the school performance continuum, and a more targetedsystem of supports provided by the NJDOE to promote achievement for every student in the state.

Each of the five DPR areas have quality performance indicators, which utilize specific, objective criteria in

measuring each school district's performance, capacity and need for state support, assistance or intervention.

5 DPR Areas

These are the five DPR areas with a summary of performance indicators for each area:

Instruction and Program

16 DPR Indicators that measure, in summary:

- Meeting the state and federal requirements for graduation rate;
- Measuring a district's chronic absenteeism
- Alignment of curriculum to state standards; and,
- Provision of tiered systems of support.

Fiscal Management

15 DPR Indicators that measure, in summary:

- Maintenance of standard operating procedures and monthly reports;
- Satisfaction of annual audits;
- Management of grants and capital funds;
- Implementation of a facilities plan;
- Completion of annual safety reviews;
- Preparation and analysis of fiscal year cash flow; and,
- Employment of a certified facilities manager.

Governance

14 DPR Indicators that measure, in summary:

- Development of an aligned curriculum;
- The overseeing of the budget process that targets student achievement;
- The review, update and adoption of policies for consistency with statutes, regulations and case law;
- Evaluation of the superintendent; and,
- Review of administrator contracts.

Operations

18 DPR Indicators that measure, in summary:

- Implementing policies on student conduct, attendance, Alcohol, Tobacco and Other Drug Use and Harassment Intimidation and Bullying;
- Reporting data to NJ SMART and the Electronic Violence and Vandalism Reporting System (now known as, the Student Safety Data System); and,
- Providing transportation, health, counseling and guidance services.

Personnel

6 DPR Indicators that measure, in summary:

- Provision of high-quality professional development;
- Alignment of staff evaluations to TEACHNJ;
- Support of novice teachers;
- Promotion of quality supervision;
- Tracking of staffing information; and,
- Implementation of important compliance activities (e.g., criminal history background checks).

Scoring

A district may receive a maximum of 100 points in each of the DPR areas. A district must score at least 80 points (80%) in each DPR area to be recommended for certification as a high-performing district to the State Board of Education. If a district scores below 80% in any of the DPR areas, it will be marked as in "interim status." The NJDOE will then work collaboratively with the district in the identified area(s) to help increase performance through a District Improvement Plan and subsequent interim reviews. By analyzing the district's scores in the DPR areas, the NJDOE is able to determine the following:

- Which districts are providing a thorough and efficient education to *all* students in *all* areas?
- Which districts need state support, assistance, or intervention in order to provide a thorough and efficient education?
    - Of those districts needing state support, to what area(s) or subgroup(s) of students should the additional support be targeted?

Because of NJQSAC, districts must continuously strive for improvement in all areas of functioning to enhance student achievement and to ensure the provision of a thorough and efficient education to all students.

Mandates, Statutes, Regulations

N.J.S.A 18A:7A-10, *et seq*., *Public School Education Act of 1975*, as amended., L. 2007, c.260 (effective January 13, 2008)

The statutes above are codified in N.J.A.C. 6A:30-1.1, *et seq*., with *Appendices A* and *B* (revisions adopted by the State Board on November 1, 2017; effective July 1, 2018.

Implementation Schedule: September 2024

2016 NJSLS	2020 NJSLS	2023 NJSLS
Districts are compliant if using board adopted curricula aligned to the 2016 NJSLS -Mathematics	Districts are compliant if using board adopted curricula aligned to the 2020 NJSLS: • Career Readiness, Life Literacies, and Key Skills • Comprehensive Health and Physical Education • Computer Science and Design Thinking • Science • Social Studies • Visual and Performing Arts • World Languages	Districts are compliant if using board adopted curricula aligned to the 2023 NJSLS- English Language Arts (ELA)

The Five DPR Areas NJQSAC CSSSD Overview

Instruction and Program

The Instruction and Program indicators are used to assess a school district's performance and capacity in instruction and student performance. The components of instruction and program include:

- Curriculum alignment with the New Jersey Student Learning Standards (NJSLS);
- Continuous improvement of curriculum and instruction;
- Equal access to the NJSLS; and,
- Tiered supports for all students.

General Monitoring Notes

- The review process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the review process for the indicator.
- If there are questions, or clarification or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Instruction and Program—Indicator 1

Policies and procedures exist to ensure communication with the case manager of the sending school district when it is determined a student would benefit from additional programs and services, including a change to a less-restrictive environment.

Points: 10

Purpose

To ensure that consistent communication occurs between sending and receiving districts regarding the appropriateness of student placements.

Evidence Required

Policies and procedures are provided that ensure communication with the case manager of the sending district.

Department Review Process

Verify that there are policies and procedures that ensure communication with the case manager of the sending district.

Verification of Indicator Compliance

If the policies and procedures ensure communication with the case manager of the sending district, then points will be awarded.

Instruction and Program—Indicator 2

Positive behavioral supports and other proactive strategies are utilized to maximize student learning and prevent disciplinary problems.

Points: 9

Purpose

To ensure that positive behavioral supports and other proactive strategies are consistently implemented to maximize student learning (e.g., increased graduation rates and decreased drop-out rates) and to prevent disciplinary problems.

Evidence Required

- Policies and procedures for behavioral supports.
- Established method of gathering data to demonstrate that positive behavioral supports and other proactive strategies are implemented to maximize student learning and prevent disciplinary problems.
- At least one of the following, which may be demonstrated through a sampling of Individualized Education Programs (IEPs):
    - Behavior intervention plans (BIPs)
    - Data sheets or data collection and analysis
    - Counseling logs
    - Training of staff
    - Evidence of a schoolwide behavior plan
    - Consultation with a behaviorist
    - Meeting notes between educator and student
- Onsite evidence includes:
    - Evidence of a behavior chart
    - Signage in the hallway with behavioral expectations
    - Classroom rules are posted

Department Review Process

- Review policies and procedures for behavioral supports.
- Evaluate the method of gathering data to determine if the strategies are designed to maximize student learning and prevent disciplinary problems.
- Verify that there is onsite evidence of at least one positive behavioral support (e.g., BIPs, counseling logs, etc.).

Verification of Indicator Compliance

If there is evidence that positive behavioral supports and other proactive strategies are utilized to maximize student learning and prevent disciplinary problems, then points will be awarded.

Instruction and Program—Indicator 3

The chief school administrator shares individual student assessment data with administrators, teachers, and parents and uses the data to inform instruction and curriculum to improve student achievement and to ensure each student demonstrates the knowledge and skills of the New Jersey Student Learning Standards (NJSLS) as measured by the Statewide assessment system. (N.J.A.C. 6A:8-4.3(d))

Points: 5

Purpose

To ensure that instruction and curriculum are based on student level data and student growth and are developed to enable students to demonstrate the knowledge and skills of the NJSLS.

Evidence Required

- Evidence that the CSA shared student assessment with administrators, teachers and parents.
- Evidence that data has been shared and utilized to inform curriculum and instruction.
- Evidence that each student can demonstrate the knowledge and skills of the NJSLS, as measured by the Statewide assessment system.

Department Review Process

- Verify that the CSA shared student assessment data with administrators, teachers and parents.
- Verify that data has been shared and utilized to inform curriculum and instruction.
- Review Statewide assessment results to determine if each student can demonstrate the knowledge and skills of the NJSLS.

Verification of Indicator Compliance

If there is evidence that instruction and curriculum are based on student level data and student growth and are enabling students to demonstrate the knowledge and skills of the NJSLS, then points will be awarded.

Instruction and Program—Indicator 4

Graduation requirements prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century. The graduation requirements are developed, adopted, distributed, and implemented and, at a minimum, meet the requisites in N.J.A.C. 6A:8-5.1.

Points: 7

Purpose

To ensure that the district has graduation requirements and that students are prepared for post-secondary degree programs, careers, and/or civic life in the 21st century.

Evidence Required

- School district graduation policy that: contains graduation requirements; is compliant with State regulations; is board approved; and is distributed and implemented.
- Sample of transcripts demonstrating compliance with the graduation policy.

Department Review Process

Verify that the school district graduation policy contains graduation requirements, is compliant with state regulations, is board approved, and is distributed and implemented. Review a sample of transcripts and verify that the school district is implementing its graduation policy.

Verification of Indicator Compliance

If the school district graduation policy contains graduation requirements, is compliant with state regulations, is board approved, and is distributed and implemented, then points will be awarded.

Instruction and Program—Indicator 5

Developmentally appropriate, standards-based formative and summative assessments are administered in all content areas to gauge the progress of students in mastering the NJSLS. Data from the assessments are analyzed and results inform changes to curriculum, professional development, core instruction, and intervention strategies.

Points: 7

Purpose

To ensure that students are assessed for progress in mastering the NJSLS and that data from the assessments informs changes to the curriculum, professional development, core instruction and intervention strategies.

Evidence Required

- Standards based formative and summative assessments that are representative of each content area.
- Analysis of the assessment data and use of the analysis to modify the curriculum, professional development, and instruction and/or intervention strategies.

Department Review Process

- Verify that there are standards based formative and summative assessments that are representative of each content area.
- Verify the analysis of the assessment data and use of the data (i.e., changes or modifications to the curriculum, professional development, and instruction and/or intervention strategies reflective of the data analysis).

Verification of Indicator Compliance

If the school district demonstrates developmentally appropriate, standards-based formative and summative assessments that are administered in all content areas to gauge the progress of students in mastering the NJSLS and data from the assessments is analyzed and the results inform changes to curriculum, professional development, core instruction, and intervention strategies, then points will be awarded.

Instruction and Program—Indicator 6

Appropriate curricular and instructional modifications to content, processes, products, and learning environments are delivered, based on individual student needs to ensure access to and foster attainment of the NJSLS for all students.

Points: 7

Purpose

To ensure that the district modifies general education curricula to meet the individual needs of the student population.

Evidence Required

- Curriculum and instructional modifications to content, processes, products and learning environments.
- Modifications are based on individual student needs.
- Access to and attainment of NJSLS for all students.

Department Review Process

- Review curriculum and instructional modifications to content, processes, products and learning environments.
- Verify modifications are based on individual student needs.
- Determine access to NJSLS for all students.

Verification of Indicator Compliance

If the school district demonstrates that: there are appropriate curricular and instructional modifications to content, processes, products, and learning environments based on individual needs; these modifications are delivered; and, there is access to and attainment of the NJSLS for all students, then points will be awarded.

Instruction and Program—Indicator 7

A comprehensive system exists to ensure each student's individualized education program (IEP) is fully implemented. This system ensures the provision of related services, assistive technology, and specialized instruction, a process for communication with sending school districts, and supervision and oversight from the CSSSD's administration.

Points: 10

Purpose

To ensure that there is administrative oversight within CSSSDs to ensure that students are receiving programs and services in accordance with their IEPs.

Evidence Required

- Comprehensive system that ensures the following in accordance with students' IEPs:
  - Provision of related services
  - Assistive technology
  - Specialized instruction
- Process for communication with sending school districts.
- Supervision and oversight from the CSSSD's administration.

Department Review Process

- Verify that there is comprehensive system in place that ensures the following in accordance with students' IEPs:
  - Provision of related services
  - Assistive technology
  - Specialized instruction
- Validate the process for communication with sending school districts.
- Review the supervision and oversight from the CSSSD's administration.

Verification of Indicator Compliance

If the school district demonstrates that there is a comprehensive system to ensure that all students' IEPs are fully implemented, that there is communication with the sending districts regarding the IEPs, and that the CSSSD has proper oversight and accountability measures for this system, then points will be awarded.

Instruction and Program—Indicator 8

The professional development plan is inclusive of individualized paraprofessional and school aide staff training that is ongoing, embedded, and targeted to meet the needs of the school district's students.

Points: 10

Purpose

To ensure that the paraprofessional and school aide staff are appropriately trained to support the needs of the school district's students.

Evidence Required

- Professional development plans include paraprofessional staff and school aide staff.
- Professional development training is ongoing, embedded and targeted to meet the needs of the school district's students.

Department Review Process

- Verify that professional development plans include paraprofessional and school aide staff.
- Verify that professional development training is ongoing, embedded and targeted to meet the needs of the school district's students.

Verification of Indicator Compliance

If the school district demonstrates that the professional development plan is inclusive of individualized paraprofessional and school aide staff training, which is ongoing, embedded, and targeted to meet the needs of the school district's students, then points will be awarded.

Instruction and Program—Indicators 9 through 15

Content areas (English language arts, mathematics, science, social studies[1], world language, comprehensive health and physical education, and visual and performing arts) curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)

a. Curriculum designed and implemented to meet grade or grade level expectations and graduation requirements;

b. Integrated accommodations and modifications for special education students, multilingual learners, students at risk of school failure, gifted and talented students and students with 504 plans;

c. Assessments, including, formative, summative, benchmark and alternative assessments;

d. List of core instructional and supplemental materials, including various levels of texts at each grade level;

e. Pacing guide;

f. Interdisciplinary connections;

g. Integration of 21st century skills through NJSLS 9;

h. Integration of technology through the NJSLS; and

i. Career education.

Points: 4 for each content area

Purpose

To ensure that the school district's curricula for all content areas contains all the required elements from the New Jersey Student Learning Standards and N.J.A.C. 6A:8-1.1, et seq.

Documentation for Verification

Indicators will be reviewed remotely with in-person follow-up as needed.

The county office will determine a random sampling of curricula and assessments for selected grade levels across all content areas at the time of verification review.

Evidence will include the most recent date of revision for each curriculum.

- The district will provide curriculum documents/guides in electronic or paper format that includes:
  - All grade level appropriate NJSLS for all students;
  - Pacing guide consistent with the actual days of instruction;
  - Formative, summative, benchmark and alternative assessments;
  - Evidence of at least one interdisciplinary connection across grades and content areas. (excluding Technology and 21st Century Skills, Career Readiness, Life Literacies and Key Skills, and Reading and Writing Companion Standards because they are a separate part of the indicator)

[1] See Indicator 12 for additional requirements in Social Studies.

- Evidence of effective educational technological practices that develop and support behaviors and ways of thinking that create computationally literate students.as identified in the 2020 NJSLS for Computer Science and Design Thinking.
- Evidence of effective educational technology practices, strategies, and tools infused throughout all curricular areas and grade levels identified in Standard 9.4 (Digital Citizenship; Information and Media Literacy and Technology Literacy). Note: The concepts and skills previously included in 8.1 Educational Technology of the 2014 NJSLS — Technology have been expanded and integrated across multiple disciplinary concepts in the 2020 NJSLS — Career Readiness, Life Literacies, and Key Skills standard 9.4.
- Content specific accommodations and modifications for the student groups listed above must be embedded into the curriculum and/or the district must provide a guide that functions as an appendix, addressing accommodations and modifications for all student groups through multiple means of engagement;
- An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the district board of education to address the instructional needs of MLs; and that ESL curriculum shall be cross referenced to the school district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all content areas taught in accordance with N.J.A.C. 6A:15-1.4 (d).
- The curricula must also demonstrate the use of a variety of instructional, supplemental, and intervention materials that support student learners at all levels.

- Career Readiness, Life Literacies and Key Skills identified in Standard 9 may be evidenced in at least one of the following ways, in accordance with N.J.A.C. 6A:8-3.2(e)3i and 3ii:
  - Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
  - Specialized programs that reflect the needs of students and the community.
  - Curriculum demonstrates evidence of Twenty-first century themes and skills as described in N.J.A.C. 6A:8-1.3 (see Definitions) integrated in all content areas.
  - Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curricula as appropriate for all students.

Documentation for Verification by Indicator and Content Area

Indicator 9: English Language Arts

Points:4

The curriculum includes:

- NJSLS for English Language Arts (NJSLS-ELA) are grade-specific for grades K through 8, and banded in grades 9 through 10, and 11 through 12.
- NJSLS-ELA standards in the areas of Reading Literature Text, Reading Informational Text, Writing, Speaking and Listening and Language must be addressed at each grade level or grade band.

- Writing must address a variety of purposes outlined in the anchor standards and progress indicators at each grade level.

Indicator 10: Mathematics

Points: 4

The curriculum includes:

- NJSLS for Mathematics (NJSLS-M) are grade specific for grades K through 8.
- NJSLS-M are course specific for grades 9 through 12.

Indicator 11: Science

Points: 4

The curriculum includes:

- NJSLS for Science (NJSLS-S) are grade specific for grades K through 5 and banded for grades 6 through 8 and grades 9 through 12. In the banded grade levels, the standards are organized by Earth and Space Science (ESS), Life Science (LS) and Physical Science (PS). Science courses in grades 6 through 12 may include standards from one or more of the three disciplines, for example Earth Science and Space Science or Life Science and Physical Science.
- The incorporation of elements of the science and engineering practices (SEP), disciplinary core ideas (DCI) and crosscutting concepts (CCC).

Indicator 12: Social Studies

Points: 4

The curriculum includes:

- NJSLS for Social Studies (NJSLS-SS) are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12). In the banded grade levels, there should be evidence of the use of primary and secondary sources.
- American Asian and Pacific Islander history and contributions is incorporated in an appropriate place in kindergarten through grade 12 as part of the social studies curriculum.
- Middle School Civics instruction **does not** need to be scheduled as standalone civics classes, but the civics content must be addressed within the social studies scheduled instructional classes.
    - The law is supported by the New Jersey Student Learning Standards for Social Studies. Coordinating civics-related core ideas and performance expectations can be found in standards 6.1 U.S. History and 6.3 Active Citizenship in the 21st Century.
    - Scheduling configuration that provides at least two **consecutive** quarters (or one semester, if equivalent in a system of four quarters/academic year) of civics instruction across the social studies curriculum in grades 6 through 8.
        - Examples of scheduling configurations can include, but is not limited to:

    - Any two consecutive quarters or one semester, if equivalent in a system of four quarters/academic year in any grade 6 through 8.
    - Consecutive quarters may also mean the fourth quarter of one grade and the first quarter of the next grade.

- Amistad Commission mandates[2] that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and
- Holocaust Commission mandates[2] that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.

Indicator 13: World Language

Points: 4

The curriculum includes:

- NJSLS for World Languages (NJSLS-WL) are delineated according to proficiency-level benchmarks based on grade bands when instruction begins (e.g., grades K–2; 3–5; 6–8; and 9–12).
- All three modes of communication must be evident within the curriculum:
    - A. Interpretive;
    - B. Interpersonal; and,
    - C. Presentational.
- Notes:
    - Culture and language must be completely embedded into 7.1.
    - Culture courses taught in English do not meet the expectations of NJSLS for World Languages. Points can only be awarded for curriculum that reflect instruction of a language other than English.
    - If a computer software program (e.g., Rosetta Stone) is used to deliver instruction, the district must demonstrate that there is sufficient evidence of face-to-face interaction (interpersonal mode) with a certified teacher who has demonstrated linguistic proficiency in the language of instruction (see N.J.A.C. 6A:9B-10.5(b)).

Indicator 14: Comprehensive Health and Physical Education

Points: 4

The curriculum includes: NJSLS for Comprehensive Health and Physical Education (NJSLS-CHPE).

Physical Education Specific

Physical education curriculum for grades K through 12 must show alignment with NJSLS standards and

[2] Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.

disciplinary concepts, which can be viewed at CHPE: nj.gov/education/standards/chp/index.shtml

Health Specific

Curriculum must include health education standards and disciplinary concepts for grades K through 12, which can be viewed at: nj.gov/education/standards/chp/index.shtml

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Indicator 15: Visual and Performing Arts

Points: 4

The curriculum includes:

- NJSLS for Visual and Performing Arts (NJSLS-VPA) is banded for grades K–2, 3–5, 6–8, and 9–12.
- Curricula reflect that all students in grades K–5 are given exposure to all five arts disciplines.
    - Dance
    - Media Arts (can be combined with other arts disciplines and not necessarily a standalone class)
    - Music
    - Theater
    - Visual Art
- Curricula reflect that there is a choice of arts disciplines offered in grades 6 through 8 and 9 through 12.

Indicators 9–15 Department Review Process

- Review a sample size of curriculum in each content area.
- Evaluate to determine if all components are included in accordance with general evidence and content-specific evidence.

Indicators 9–15 Verification of Indicator Compliance

If the general evidence and content-specific documentation for verification of each content area is prevalent for English Language Arts, Mathematics, Science, Social Studies, World Language, Comprehensive Health and Physical Education and Visual and Performing Arts, then points will be awarded for each content area.

Instruction and Program—Indicator 16

Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavior and health needs of all students. (N.J.A.C. 6A:16-8) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS). The system includes:

a. A continuum of supports and interventions available in each school to support learning, behavior and health needs;

b. Action plans for interventions based on student data and desired outcomes;

c. Professional development for multidisciplinary teams and staff who provide interventions; and

d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).

Points: 6

Purpose

To ensure that there is a systematic process within each school to:

- Identify student needs;
- Deliver supports to all students; and,
- As necessary, remove barriers to learning.

Documentation for Verification

This indicator is monitored remotely using:

Policies and procedures showing:

- Continuum of supports;
- Progress monitoring;
- Action plans; and,
- Professional development for multidisciplinary teams.

Department Review Process

Review policies, procedures, and evidence showing the continuum of supports, action plans, professional development for multidisciplinary teams and methods for progress monitoring.

Verification of Indicator Compliance

If policies and procedures exist to ensure a coordinated system for planning, delivering, measuring and modifying intervention and referral services, and evidence of implementation is provided in each school by a multidisciplinary team(s) to address the learning, behavior and health needs of all students, then points are awarded.

The Five DPR Areas of NJQSAC Overview

Fiscal

The Fiscal indicators are used to assess a school district's performance and capacity in the area of finance. Districts will be assessed in the areas of finance for which the district board of education has direct oversight, including:

- Produce financial reports monthly;
- Maintain and update the standard operating procedures manual for business functions;
- File an Annual Comprehensive Financial Report (ACFR) audit and other supporting forms and collections;
- Satisfy the elements of the annual audit;
- Manage and oversee entitlement and discretionary grants, as required;
- Properly oversee the accounting for capital projects in Fund 30;
- Implement, review and revise projects to ensure consistency with the approved long-range facilities plan;
- Secure county office approval for emergent projects;
- Conduct annual health and safety reviews according to regulations;
- Create and follow a budget calendar;
- Employ a buildings and grounds supervisor who possesses a valid Department authorization to serve as a certified educational facilities manager;
- Transfer funds during the budget year in accordance with statute and budgetary control provisions;
- Prepare and analyze fiscal-year cash flow management for all funds;
- Submit reimbursement requests for federal grant awards for the actual amount of incurred expenditures; and,
- Approve only purchase orders permitted by the purchasing agent.

General Monitoring Notes

- The review process will begin with a district self-assessment.
- The verification process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If questions, clarifications or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).
- A site visit may also be scheduled if the executive county business official (ECBO) deems that producing documents for remote review places an undue burden on the district.
- It is preferable for districts to make the district board of education minutes available through the district website or another online platform, since much of the required evidence is found in the minutes.

Fiscal—Indicator 1

Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to N.J.S.A. 18A:17-9 and N.J.A.C. 6A:23 A-16.10

Points: 6

Purpose

To ensure the monthly district board of education secretary and treasurer/cash reconciliation reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval and that the district board of education is updated on the district's financial status.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education secretary's report—12 months immediately prior to New Jersey Quality Single Accountability Continuum (NJQSAC) review.
- District board of education treasurer's report/cash reconciliation report—12 months immediately prior to NJQSAC review.
- Annual Comprehensive Financial Report (ACFR) available at the county.
- Auditor's Management Report (AMR)—available at the county.

Department Review Process

- Review the district board of education's meeting minutes to verify both the timeliness and accuracy of the reconciliation of the district board of education secretary and treasurer reports/cash reconciliation report.
- Review ACFR and AMR for potential recommendations.

Verification of Indicator Compliance

The secretary and treasurer reports/cash reconciliation reports have all been completed and reconciled without exception. The reports were submitted for district board of education approval within 60 days of the end of the month. For example, reports for the end of September would have to be approved not later than the meeting held in November (to comply with the December 1 deadline).

Fiscal—Indicator 2

A standard operating procedures (SOP) manual for business functions is maintained, updated and implemented pursuant to N.J.A.C. 6A:23A-6.6. The SOP manual includes a system of internal controls in accordance with N.J.A.C. 6A:23A-6.4 to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures.

Points: 8

Purpose

To ensure the district's fiscal operations are consistent with statutory and regulatory requirements.

Documentation for Verification

This indicator is monitored remotely using:

- District SOP manual contains the following areas and task or function in the following areas as identified in 6A:23A-6.6(b) Standard operating procedures for business functions:
    1. Accounting, including general ledger, accounts payable, accounts receivable, payroll and fixed assets, and year-end procedures for each;
    2. Cash management;
    3. Budget development and administration, including tasks such as authorization of transfers and overtime;
    4. Position control;
    5. Purchasing, including tasks such as preparation of requisitions, approval of purchase orders and encumbering of funds, bid and quote requirements, and verification of receipt of goods and services;
    6. Facilities, including administration of work, and health and safety;
    7. Security;
    8. Emergency preparedness;
    9. Risk management;
    10. Transportation;
    11. Food service;
    12. Technology systems; and
    13. Information management
- ACFR and AMR for any comments or recommendations for SOP manual (available at the county)

Department Review Process

- Review the SOP manual to ensure it is current and to confirm the inclusion of procedures for the routine tasks or functions demonstrating a system of internal controls that safeguards assets from theft and fraud.
- Conduct interviews with administrative staff including, but not limited to, the business administrator (BA) and other business office staff, regarding identified SOP manual components related to their individual job functions. The interviews are a tool to help determine whether standard procedures relative to purchasing are being effectively communicated to the relevant district staff and effectively implemented.
- In order to receive points, there should be no repeat findings of the SOP in the ACFR or AMR.

Verification of Indicator Compliance

An SOP manual for business functions is maintained, updated and implemented, and includes a section that details purchasing procedures and a system of internal controls to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud.

Fiscal—Indicator 3

The annual audit of its Annual Comprehensive Financial Report (ACFR) and other supporting forms and collections, Auditor's Management Report (AMR), Federal Data Collection Form, and Audit Summary) have been filed by the due date set forth in N.J.S.A. 18A:23-1.

Points: 4

Purpose

To ensure that the district completes and files its ACFR and related subsidiary reports annually and by the required due date. For the 2023-24 audit cycle, audits must be completed by January 10, 2025 and submitted to the Department no later than January 15, 2025 (P.L.2023, c.305).

Documentation for Verification

This indicator is monitored remotely using:

Office of Fiscal Accountability and Compliance (OFAC) verification showing the ACFR, board resolution and other supporting documentation and the AMR are uploaded to the system maintained by the Department.

Department Review Process

Review the online OFAC verification system to determine whether the district's ACFR and supporting documents have been reviewed and filed by the statutory deadline.

Verification of Indicator Compliance

The ACFR has been filed with the OFAC by the due date. For the 2023-24 audit cycle, audits must be completed by January 10, 2025 and submitted to the Department no later than January 15, 2025 (P.L.2023, c.305).

Fiscal—Indicator 4a

The school district implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (as required).

Points: 4

Purpose

To ensure that a district has an approved CAP that addresses all audit recommendations and is compliant with the Department's audit program.

Documentation for Verification

This indicator is monitored remotely using:

- Previous two years ACFR and AMR;
- District board of education minutes;
- District CAP; and,
- Certification of Implementation (COI) (a document filed with OFAC).

Department Review Process

- Review the ACFR and AMR to identify any specific findings and recommendations.
- Review the CAP to ensure the audit findings and recommendations are addressed.
- Review the district board of education meeting minutes to confirm that the district board of education has approved each line of the CAP and the ACFR was reviewed and discussed with the district board of education.
- Verify with OFAC that COI has been filed by June 30.

Verification of Indicator Compliance

- The district board of education has approved a CAP which addresses each audit recommendation recorded in the minutes of the district board of education meeting.
- The approved CAP and the COI have been submitted to OFAC and the CAP is in an acceptable format.
- Evidence of the CAP implementation is supported by district documentation.
- If there have been no audit recommendations, a district will not have a CAP, and the school district will receive credit for this indicator.

Fiscal—Indicator 4b

The school district reports no repeat audit findings of a substantive nature in the ACFR or AMR.

Points: 5

Purpose

To ensure prior audit findings of a substantive nature are not repeated.

Documentation for Verification

This indicator is monitored remotely using:

- Previous two years ACFR and AMR documents
- CAP and COI

Department Review Process

The ECBO will review the ACFR and AMR to determine if repeat audit findings of a substantive nature have been noted.

Verification of Indicator Compliance

The district must have no repeat substantive audit findings.

Fiscal—Indicator 4c

The school district reports no material weaknesses or significant deficiencies in the ACFR or AMR.

Points: 4

Purpose

To ensure that no material weaknesses or significant deficiencies are found in ACFR/AMR.

Documentation for Verification

This indicator is monitored remotely using:

The previous two years ACFR and AMR.

Department Review Process

Review the ACFR and AMR for auditor's determination of material weaknesses or significant deficiencies noted in the ACFR K6 (Schedule of Findings and Questioned Costs).

Verification of Indicator Compliance

The district has no material weaknesses or significant deficiencies noted.

Fiscal—Indicator 4d

The school district ends the year with no deficit balances and no line item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and Generally Accepted Accounting Principles [GAAP]).

Points: 4

Purpose

To ensure the district has not over-expended, except in ways permitted under State law and GAAP.

Documentation for Verification

This indicator is monitored remotely using:

- ACFR "(specifically section K- Schedule of Findings and Questioned Costs)" and AMR; and,
- Budgetary Comparison Schedule, including schedule C-1 and the excess surplus calculation.

Department Review Process

Review section K-Schedule of Findings and Schedule C-1 (in the ACFR specifically Budgetary Comparison Schedule) to determine if any line items have been over expended and to analyze the excess surplus calculation in the AMR to determine if the district is in deficit.

Verification of Indicator Compliance

The district must have a positive fund balance and no negative variances in the Budget Comparison Schedule.

Fiscal—Indicator 5a

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends federal funds consistent with the approved indirect cost rate and grant application.

Points: 2

Purpose

To ensure all grants, both entitlement and discretionary, have been submitted and, if necessary, revisions completed by the required due dates and funds are expended consistently with the indirect cost rate and grant application.

Documentation for Verification

This indicator is monitored remotely using:

- Electronic Web-Enabled Grant (EWEG) application;
- Correspondence: Office of Grants Management (OGM) or the county office of education;
- OGM website and reports;
- ACFR and AMR;
- Budget Summary Report for Fund 20;
- Evidence for discretionary grants from Program Office for Risk Assessment, timelines and appropriate spending;
- Monitoring reports; and,
- Published Notice of Grant Opportunity (NGO).

Department Review Process

- The OGM will provide a summary report to the county office indicating the district's compliance with on time submission of grants.
- Review of the evidence provided to verify the district expends federal funds consistent with the approved indirect cost rate and grant application.

Verification of Indicator Compliance

The district submitted all grant applications, amendments, expense reports and final reports by the published due dates, in accordance with the indirect cost rate and grant application.

Fiscal—Indicator 5b

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.

Points: 2

Purpose

To ensure grant funds are spent as originally budgeted and that any budget modifications greater than 10% or requiring a new budget line had an approved amendment within grant guidelines by the due date.

Documentation for Verification

This indicator is monitored remotely using:

- EWEG;
- Budget Modification Request Worksheet;
- Department Nonpublic Office or OGM approval (via EWEG or letter) of amendment/budget modification;
- Correspondence from OGM or the county office of education;
- ACFR and AMR; and,
- Budget Summary Report for Fund 20.

Department Review Process

Use the ACFR, AMR and the Budget Summary Report for Fund 20 budget to determine if the budget application matches the budget report. County office personnel and Grants Management will verify that any 10% line item amendments, or any amendments opening new line items, received appropriate approval.

Verification of Indicator Compliance

The district's Fund 20 budget lines agree with approved grants and all district line item transfers exceeding the 10% limit or requiring a new budget line have an approved amendment.

Fiscal—Indicator 5c

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Shows evidence of required consultations with nonpublic schools for each required State and federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds.

Points: 2

Purpose

To provide assurance that nonpublic schools are advised of all grant opportunities. When a non-public school refuses non-public entitlements, the public district provides a rationale and evidence of consultation.

Documentation for Verification

This indicator is monitored remotely using:

- Confirmation of district meeting(s) held with the nonpublic school representatives, including correspondence regarding the meeting(s), agendas, and sign-in sheets.
- Copy of nonpublic consultation forms and, when appropriate, nonpublic refusal forms.

Department Review Process

- Confirm that the required consultations were held and that appropriate rationale for non-public refusal of funds is provided.
- Ensure unexpended non-public funds are managed according to guidelines.

Verification of Indicator Compliance

The required non-public consultations were held. Spending plans were agreed to and funds were expended accordingly. If a non-public refused the funds, a non-public fund refusal form is on file.

Fiscal—Indicator 5d

Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:

Approves salaries funded by federal grants as documented in district board of education minutes and maintains the required time and activity reports.

Points: 2

Purpose

To provide assurance that salaries funded by federal grants are approved by the district board of education and that the district maintains the time and activity documents required by grants.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education meeting minutes; and,
- Accurately completed time and activity records (federal forms or the local equivalent) pursuant to the grant requirements.

Department Review Process

Review time and activity reports for alignment with the grant expenditure.

Verification of Indicator Compliance

- Time and activity reports are properly completed and on file in a district office.
- All federally funded staff salaries are approved by the district board of education and recorded in the minutes.

Fiscal—Indicator 6a

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Maintains separate accounting by project.

Points: 4

Purpose

To confirm that each capital project in Fund 30 (Capital Project Fund) is accounted for separately.

Documentation for Verification

This indicator is monitored remotely using:

- District Fund 30 budget summary; and,
- ACFR and AMR (reviewed by county remotely).

Department Review Process

- Review District Fund 30 budget summary to ensure it delineates each project separately.
- Use the ACFR and AMR to confirm that the Fund 30 allocations are properly advanced and to determine if any of the funds available after the project can be transferred to the General Fund.

Verification of Indicator Compliance

The district has accounted for each capital project in Fund 30 separately.

Fiscal—Indicator 6b

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.

Points: 4

Purpose

To ensure that there are sufficient funds available to complete each capital project and to fund change order(s) if the need arises. District's Fund 30 budget lines agree with approved budget and/or 10% transfers and new budget lines have approved amendment.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes;
- District board of education approved change orders;
- Monthly financial status of all projects; and,
- ACFR and AMR (reviewed by county remotely).

Department Review Process

- Review the district board of education minutes for district board of education-approved change orders and monthly financial status reports of all projects.
- Review ACFR and AMR for annual capital project summary.

Verification of Indicator Compliance

- The district has recorded and has on file all change orders, as well as monthly reports for capital projects in Fund 30.
- Change orders do not reflect over-expenditure.
- There are no negative line items on the district's monthly reports.

Fiscal—Indicator 6c

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Spends within the authorized amount unless proper approvals have been received to raise additional funds to augment the authorized amount.

Points: 4

Purpose

To ensure that the amount of funds spent for a capital project are equal to or less than the funds raised, unless proper approvals were received to raise additional funds.

Documentation for Verification

This indicator is monitored remotely using:

- Fund 30 budget detail;
- ACFR and AMR (no deficit balances); and,
- District board of education minutes.

Department Review Process

- Review spending for each project to ensure that it is within the authorized amount.
- Review any change orders to determine the impact on the project's budget.
- Review all approvals for spending over the authorized amount.

Verification of Indicator Compliance

District spending is within the authorized amount or has proper approvals on file for raising funds to augment the authorized amount.

Fiscal—Indicator 6d

Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:

Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.

Points: 4

Purpose

To ensure that completed projects are closed out and that any interest earned has been transferred to debt service and/or general fund.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes;
- ACFR and AMR ;
- Fund 30 Budget Detail;
- Accounting reports by capital projects; and,
- Status of litigation claims (if applicable).

Department Review Process

- Review required evidence, such as board minutes, to determine which projects the district closed out.
- Review the final balance, open encumbrances and transfer of earned interest in the financial reports detailed in Documentation for Verification.

Verification of Indicator Compliance

The district closed-out all completed projects and the interest earned has been transferred to the debt service and/or general fund.

Fiscal—Indicator 7

Projects consistent with the approved long-range facilities plan are implemented, reviewed, and revised, pursuant to N.J.A.C. 6A:26-2.

Points: 2

Purpose

Provide assurance that capital projects are done in agreement with the district's Long-Range Facility Plans (LRFP).

Documentation for Verification

This indicator is monitored remotely using:

- Annual budget;
- Long Range Facility Plan;
- Bond Referendum questions if applicable;
- District Board of Education minutes and resolution;
- Approved withdrawal from Capital Reserve (if applicable); and
- All projects are aligned with Long Range Facility Plan.

Department Review Process

- Review the district board of education minutes for district board of education-approved change orders and monthly financial status reports of all projects.
- Review ACFR and AMR for annual capital project summary.

Verification of Indicator Compliance

- The district has recorded and has on file all change orders, as well as monthly reports for capital projects in Fund 30.
- Change orders do not reflect over-expenditure.
- There are no negative line items on the district's monthly reports.

Fiscal—Indicator 8

County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.

Points: 2

Purpose

To ensure the district receives proper approvals for any project(s) described as emergent.

Documentation for Verification

This indicator is monitored remotely using:

- County office of education approval letter(s), and
- District board of education minutes.

Department Review Process

Verify that the county office of education approved emergent project(s) and that district board of education minutes identify the project as emergent. Review the ACFR and AMR for any citations of non-compliance.

Verification of Indicator Compliance

There is an approval letter for each emergent project and the district board of education minutes identify the project as emergent.

Fiscal—Indicator 9a

Annual health and safety reviews:

Have been conducted once per year in each building using the Annual Facilities Checklist—Health and Safety Evaluation of School Buildings. (N.J.A.*C*. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6)

Points: 5

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored remotely using the Signed Annual Facilities Checklist – Health and Safety Evaluation of School Buildings (for each building in the district).

Department Review Process

Review the Annual Facilities Checklists – Health and Safety Evaluation of School Buildings to ensure that an annual health and safety review of each school building has been completed and signed.

Verification of Indicator Compliance

The district has an Annual Facilities Checklist – Health and Safety Evaluation of School Buildings for each school that has been completed and signed.

Fiscal—Indicator 9b

Annual health and safety reviews:

Meet the "100% item" section in the Annual Facilities Checklist—Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.

Points: 5

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored onsite using the Signed Annual Facilities Checklist – Health and Safety Evaluation of School Buildings (for each building in the district)

Department Review Process

- Review the Annual Facilities Checklist – Health and Safety Evaluation of School Buildings to ensure that annual health and safety review of school buildings meet the Section A "100% items" compliance.
- School site visits (one building per grade level configuration, at a minimum).

Verification of Indicator Compliance

- District meets the Section A "100% items" in the Annual Facilities Checklist – Health and Safety Evaluation of School Buildings.
- There are no significant disparities between the information reported on the Annual Facilities Checklist – Health and Safety Evaluation of School Buildings and the observations noted by the county office on the site visit.

Fiscal—Indicator 9c

Annual health and safety reviews:

Meet the "80% item" section Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.

Points: 2

Purpose

To promote a safe and healthy environment for teaching and student learning.

Documentation for Verification

This indicator is monitored onsite.

- Signed Annual Facilities Checklist – Health and Safety Evaluation of School Buildings
- Walk through of buildings for verification

Department Review Process

- Review the Annual Facilities Checklist – Health and Safety Evaluation of School Buildings to ensure that annual health and safety review of school buildings meet the Section B "80% items" compliance.
- Perform school site visits (one building per grade level configuration at a minimum).

Verification of Indicator Compliance

- The district demonstrates at least 80 percent of items are in compliance in all buildings in the Annual Facilities Checklist Section B.
- There are no significant disparities between the information reported on the Annual Facilities Checklist – Health and Safety Evaluation School of Buildings and the observances noted by the county office on the site visit.

Fiscal—Indicator 10

A budget calendar that is developed and shared with the district board of education annually and that reflects all applicable legal and management requirements, pursuant to N.J.S.A 18A:22-7, is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning.

Points: 6

Purpose

To ensure that the development of a budget calendar includes input from relevant staff regarding resource allocation for teaching and student learning and is shared with the district board of education.

Documentation for Verification

This indicator is monitored remotely using:

- Budget calendar and district board of education minutes to demonstrate that the calendar was shared with the district board of education, and
- Evidence of input from all relevant programmatic staff.

Department Review Process

- Perform site visits to interview district staff for evidence of solicitation of input for the budget calendar.
- Review the budget calendar to ensure that it has been prepared for the entire budget process, reflects all applicable legal and regulatory requirements, and includes time for relevant staff input on resource allocation for teaching and student learning.

Verification of Indicator Compliance

The district has a budget calendar that meets legal and regulatory requirements and provides time for relevant staff input on resource allocation for teaching and student learning.

Fiscal—Indicator 11

All persons employed as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, possess a valid authorization from the Department to serve as a certified educational facilities manager.

Points: 4

Purpose

To ensure all individuals performing the building and grounds supervisory role has certification as an Educational Facility Manager.

Documentation for Verification

This indicator is monitored remotely using evidence of current required certification and the job description.

Department Review Process

Confirm that the person employed in the role of Supervisor of Buildings and Grounds has the required certification.

Verification of Indicator Compliance

The Supervisor of Buildings and Grounds has a valid certificate or is working towards obtaining certification within guidelines specified in 6A:26-16.1.

Fiscal—Indicator 12

The transfer of funds during the budget year is made in accordance with N.J.S.A 18A:22-8.1 and 8.2 and complies with all budgetary control provisions, pursuant to N.J.A.C. 6A:23A-16.10.

Points: 4

Purpose

To ensure that the transfer of funds complies with statute and code.

Documentation for Verification

This indicator is monitored remotely using:

County office of education transfer approvals;

- ACFR and AMR; and,
- District board of education minutes.

Department Review Process

- Review district board of education minutes to ensure that all transfers were approved by the district board of education by a two-thirds affirmative vote of the authorized membership of the board.
- Review the ACFR and AMR for any citations of non-compliance.

Verification of Indicator Compliance

- All transfers exceeding 10% have been approved by the ECS.
- All budgetary transfers are approved by the district board of education.
- There are no findings or recommendations of non-compliance.

Fiscal—Indicator 13

Fiscal-year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.

Points: 4

Purpose

To ensure that the district has sufficient cash flow to meet financial obligations.

Documentation for Verification

This indicator is monitored onsite examining the fiscal year cash flow plan and the SOP Manual for cash flow management procedures.

Department Review Process

- Review the cash flow plan to establish that the district prepares and analyzes fiscal year cash flow projections for all funds, at least monthly, to ensure that payments are processed in a timely manner.
- Ensure that SOP contains reference to cash flow management.

Verification of Indicator Compliance

The fiscal year cash flow has been prepared monthly, it follows the standard operating procedures, and ensures all payments can be made in a timely manner.

Fiscal—Indicator 14

Reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.

Points: 4

Purpose

To ensure reimbursement requests for federal grants are submitted in a timely manner and reflect incurred expenses.

Documentation for Verification

This indicator is monitored remotely using:

- Reports from OGM or program office;
- ACFR and AMR; and,
- SOP Manual for reimbursement request procedures.

Department Review Process

- Review the submitted grant request, payments, and OGM reports to ascertain whether submissions were timely and for incurred expenses. Districts must have at least one monthly drawdown of federal funds.
- Review the ACFR and AMR for any citations of non-compliance.
- Ensure SOP contains a process for submitting grant expenditures.

Verification of Indicator Compliance

- All grant reimbursement requests are timely and are only for incurred expenses.
- Fund 20 is not over-expended due to district failure to draw funds in time to meet grant expenditures.
- There are no findings or recommendations of non-compliance and standard operating procedures are followed.

Fiscal—Indicator 15

The district board of education approves purchase orders approved by only the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.

Points: 4

Purpose

Goods and services are procured in accordance with purchasing guidelines. To ensure purchases are approved by the purchasing agent in advance of goods received or services rendered.

Documentation for Verification

Reviewed onsite using:

- SOP manual: procurement procedures;
- District board of education minutes: bill and claims list;
- Random sample review of purchase orders; and,
- ACFR and AMR.

Department Review Process

- Site visit to randomly review a sample of purchase orders to ensure that the purchasing agent signed them and that there are no confirming orders.
- Review the SOP manual to ensure it includes a section about Purchasing Procedures, with discussion about confirming orders.
- Review district board of education minutes for the bill and claims list.
- The ACFR and AMR may contain a finding of confirming orders.

Verification of Indicator Compliance

The purchasing agent signed all purchase orders and there are no confirming purchase orders, in accordance with standard operating procedures.

The Five DPR Areas of NJQSAC Overview

Governance

The Governance indicators are used to assess a school district's performance and capacity in the areas the district board of education has direct oversight, including:

- The development of curriculum that is aligned with State standards;
- The budgeting process;
- Developing and implementing all district board of education-approved policies;
- Evaluating the Chief School Administrator (CSA);
- Reviewing and approving all new, renewed, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators; and,
- Ensuring transparency and ethical conduct of each member of the board of education.

General Monitoring Notes

- The review process will begin with a district self-assessment.
- The verification process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If there are questions, clarifications, or additional information needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Governance—Indicator 1

At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory board, reviews, updates, and adopts, by resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. (N.J.S.A. 18A:11)

Points: 8

Purpose

To ensure that the district board of education has the required board policies, procedures and bylaws, reviews them annually, and continues to update them as needed.

Documentation for Verification

This indicator is monitored remotely using:

- District policy manual (electronic or hard copy);.
- Districts should highlight all new and amended approved policies; N.J.A.C 6A:8-5.1(d) requires district boards of education to submit graduation requirements to the county office each NJQSAC year.
- District board of education minutes and resolutions approving the new/amended policies; and,
- District board of education minutes and resolutions noting an annual review and adoption of all policies.

Department Review Process

- Audit the policy manual according to the audit sample size parameters.
- Review board of education minutes corresponding to newly adopted and amended policies.
- Review board of education minutes for demonstration of annual review and adoption of all policies.

Verification of Indicator Compliance

If the board of education minutes reflect an annual review of the policies, revisions required by law to the policies, and adoption by the district board of education, and include submission of graduation requirements to the county office during the QSAC review year, then points are awarded.

Governance—Indicator 2a

The district board of education:

Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3.

Points: 7

Purpose

To ensure that the district board of education has established CSA evaluations that prioritize student achievement, including subgroup performance, and that each new board member has been trained in the evaluation of a CSA.

Documentation for Verification

This indicator is monitored remotely using:

- Most recent CSA evaluation, completed by July 1, which includes a focus on student achievement;
- Copy of CSA evaluation policy; and,
- List of new board of education members and evidence of required training.

Department Review Process

- Review CSA evaluation that includes a focus on student achievement, with attention given to subgroup performance.
- Confirm that there is a CSA evaluation policy.
- Examine evidence of required training for each new board member in evaluation of a CSA.

Verification of Indicator Compliance

If the district has identified a priority in the CSA evaluation regarding total student achievement, as well as subgroup achievement, and the new district board members have been trained in the CSA evaluation instrument and confirm there is a CSA evaluation policy, then points are awarded.

Governance—Indicator 2b

The district board of education:

Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).

Points: 6

Purpose

To ensure the CSA evaluation is completed by the required date of July 1.

Documentation for Verification

This indicator is monitored remotely using:

- District board of education minutes indicating the evaluation was conducted by July 1.
- Dated and signed copy of the CSA evaluation by July 1.

Department Review Process

- Verify evaluation of the CSA was conducted by July 1 in the board of education minutes.
- Review copy of the CSA evaluation dated and signed by July 1.

Verification of Indicator Compliance

If the district has completed the CSA evaluation and the evaluation is signed, dated and verified in the board minutes by July 1, then points are awarded.

Governance—Indicator 3

All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. (N.J.S.A. 18A:7-8(j) and N.J.A.C. 6A:23A-3.1)

Points: 6

Purpose

To ensure the district board of education gains ECS approval prior to taking formal action on contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators.

Documentation for Verification

This indicator is monitored remotely using:

- ECS approval letter dated prior to any required public notice and hearing, as well as prior to the approval and execution of contracts by the district's board of education.
- Minutes for the district board of education meeting approving the contracts for CSAs, deputy superintendents, assistant superintendents and school business administrators.

Department Review Process

- Review the date of the ECS approval letter of the contracts.
- Review the date of approval of contracts in the board minutes.

Verification of Indicator Compliance

If the district board of education has approved the contract following ECS review and approval, then points are awarded.

Governance—Indicator 4

The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. (N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1)

Points: 6

Purpose

To ensure no district board of education action is taken regarding personnel without CSA recommendation.

Documentation for Verification

This indicator is monitored remotely using:

Board of education minutes demonstrating that, upon the CSA's recommendation, there was a roll call majority vote of the district board of education's full membership for the following personnel matters:

- Approved appointments;
- Transfers; and,
- Removal/renewal of certified and non-certified officers and employees.

Department Review Process

Review board of education minutes indicating a roll call majority vote of the district board of education's full membership for approved appointments, transfers and removal/renewal of certified and non-certified officers and employees upon the recommendation of the CSA.

Verification of Indicator Compliance

If board of education minutes indicate that the board has acted upon the recommendation of the CSA, by roll call majority of the district board of education's full membership for approved appointments, transfers and removal/renewal of certified and non-certified officers and employees, points will be awarded.

Governance—Indicator 5

The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, special education reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.

Points: 7

Purpose

To ensure that the school district is in compliance with corrective action plans and complaint investigation findings.

Documentation for Verification

This indicator is monitored remotely using:

- CAP, if applicable.
- Certification of Implementation (COI) of CAP Board of Education minutes.
- Compliance letters from the New Jersey Department of Education's individual program offices.

Department Review Process

- Review compliance letters from the New Jersey Department of Education.
- Review CAPs, reports and audits.
- Determine that all timelines for corrective actions have been met and that there are no outstanding monitoring or complaint investigations or findings.

Verification of Indicator Compliance

If all elements of the CAP, reports and audits have occurred within the required timeframe for the CAP, points will be awarded.

Governance—Indicator 6a

The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education (N.J.S.A.18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1) as demonstrated by:

Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.

Points: 8

Purpose

To ensure that district board of education policies and regulations are adopted and aligned with district priorities and objectives for the budget-planning process based on Statewide assessments, district graduation summary report, and applicable strategic plans.

Documentation for Verification

This indicator is monitored remotely using:

Board approved policies and procedures demonstrating that the budget and financial planning processes are:

- Integrated and aligned with school district priorities and planning objectives;
- Based on statewide assessments;
- In accordance with strategic plans; and,
- Support district graduation report:
    - The district graduation report, as required by N.J.A.C. 6A:8-5.2 (pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3) should be presented to the district school board at a public meeting no later than September 30, and submitted to the Commissioner via the county office. The graduation report must identify the following:
        - The total number of students graduated;
        - The number of students graduated under the substitute competency test process;
        - The number of students graduated under the portfolio appeals process;
        - The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs;
        - The total number of students denied graduation from the 12th grade class; and
        - The number of students denied graduation from the 12th grade class solely because of failure to pass the high school end-of-course New Jersey Student Learning Assessment , substitute competency tests, or portfolio appeals process based on the provisions of this chapter.

Department Review Process

Evaluate the policies and procedures demonstrating the integration and alignment with school district priorities based on statewide assessments, graduation report, and applicable strategic plans.

Verification of Indicator Compliance

If there is evidence of the adoption of written policies and procedures for the district's budget and financial planning that is aligned with district priorities based on Statewide assessments, graduation report and applicable strategic plans, points will be awarded.

Governance—Indicator 6b

The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education (N.J.S.A.18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1) as demonstrated by:

Annually align fiscal goals and budget objectives with curricula that comply with the NJSLS.

Points: 8

Purpose

The budget process verifies that the board-adopted curricula conforms to New Jersey Student Learning Standards (NJSLS), and that fiscal goals and budget objectives align with instructional, and professional development priorities includes, but is not limited to the following new requirements:

- Diversity, Equity and Inclusion is evidenced in the following ways, in accordance with N.J.S.A. 18A:35-4.36a
    - Evidence of integration within appropriate place(s) in the K–12 curriculum, providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, linguistic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance (N.J.S.A. 18A:35-4.36a); and
- History of disabled and LGBT persons included in middle and high school curriculum N.J.S.A. 18A:35-4.35-6
    - Evidence of integration within appropriate place(s) in the middle and high school curricula, providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. (N.J.S.A. 18A:35-4.35-6).

Documentation for Verification

This indicator is monitored remotely using:

- Evidence that instructional priorities and student needs are aligned to annual fiscal goals and budget objectives
- Mid-year budget review documentation.
- Minutes of stakeholder meetings for budget development.

Department Review Process

- Review mid-year budget review documentation.
- Check minutes from stakeholder meetings for budget development.
- Verify stakeholder involvement in the process.

Verification of Indicator Compliance

If documentation shows that fiscal goals and budget objectives align with student achievement goals and objectives and curricula that comply with New Jersey Student Learning Standards, points will be awarded.

Governance—Indicator 7

The district board of education follows the budget process by:

a. Conducting a public hearing on the proposed budget;

b. Adopting the budget at a public meeting;

c. Providing ongoing information on the budget's status and any revision(s) or emergent conditions; and

d. Making the budget available for public notice and inspection. (N.J.S.A. 18A:22-7 and N.J.A.C. 6A:23A-8.1 and 8.2)

Points: 8

Purpose

To ensure that a transparent budget process is in place.

Documentation for Verification

This indicator is monitored remotely using:

- Public notice of the public hearing on the proposed budget.
- Public availability of the budget (i.e., budget information has separate section on district website).
- Minutes/agendas/resolutions regarding the proposed and adopted budget.

Department Review Process

- Check evidence of public meeting notices.
- Verify the public hearing of the proposed budget and the adoption of the budget at a public meeting in the district board of education minutes.
- Verify availability of the budget for public review (separate section on the district website).
- Review sample size of board minutes, agendas and resolutions regarding the budget status.

Verification of Indicator Compliance

If the school district provides evidence of the public notice and budget availability to the public and minutes/agendas/resolutions regarding the proposed and adopted budget, points will be awarded.

Governance—Indicator 8

The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Schools Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.

Points: 6

Purpose

To ensure that the district administration communicates with appropriate stakeholders as defined by each grant.

Documentation for Verification

This indicator is monitored remotely using:

- A list of Federal grants awarded (entitlement and discretionary).
- A list of invited stakeholders.
- The notification to stakeholders.
- Sign-in sheets, agendas, and minutes of stakeholder meetings.
- Stakeholder engagement activities, identified in grant applications for ESSA, IDEA, and Perkins through EWEG.

Note: Lists of stakeholder engagement requirements by federal funding source can be found in the "Local Stakeholder Engagement under the Every Student Succeeds Act" PDF (pp. 9–22): state.nj.us/education/ESSA/guidance/Department/StakeholderGuidance.pdf.

Department Review Process

- Review the stakeholder engagement activities identified in the grant application.
- Cross-reference the evidence provided by the district to verify that there are lists of invited stakeholders, notifications, sign in sheets, agendas, minutes as well as stakeholder engagement activities identified in the grant applications.

Verification of Indicator Compliance

If all information is compliant with all stakeholder engagement requirements, such as lists of invited stakeholders, meeting notifications, sign-in sheets, minutes as well as stakeholder engagement activities; pursuant to the Federal grant programs for which the school district receives funds, points will be awarded.

Governance—Indicator 9

The district board of education has established programs and services for all English language learners (ELLs), pursuant to N.J.A.C. 6A:15

Points: 7

Purpose

To ensure the educational needs of Multilingual Learners (ML) (formerly English Language Learners) are met through bilingual, English as a Second Language (ESL) or English Language Services (ELS) programs.

Documentation for Verification

This indicator is monitored remotely using:

- Roster indicating all identified students whose primary language is other than English and who are MLs as per N.J.A.C. 6A:15-1.3(b).
- Department approval letter for board-approved bilingual/ESL/ELS three-year plan (language instruction educational programs (LIEP)).
- Department approval letter for the annual bilingual waiver, if applicable.
- Board of education minutes approving three-year plan.

Department Review Process

- Verify the approval letter for the board-approved bilingual/ESL/ELS three-year plan.
- Verify the approval of the annual bilingual waiver, if applicable.
- Verify board of education approval of the three-year plan in board minutes.

Verification of Indicator Compliance

If the school district has demonstrated that programs and services for all MLs verified by an approval letter or waiver with Board of Education approval: pursuant to N.J.A.C. 6A:15.1.1(a), have been developed, points will be awarded.

Governance—Indicator 10

The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.S.A. 18A: 10:4-6 et seq.)

Points: 3

Purpose

To ensure that the board of education conducts business in an open and transparent manner.

Documentation for Verification

This indicator is monitored remotely using:

- Public postings of meeting times, dates, and locations and whether formal action may or may not be taken (legal advertisements showing this information);
    - Additionally, if technology is utilized to convene a public meeting, the board should provide guidance to the public regarding remote access and how to make a public comment at the meeting.
- Statements of adequate notice are in the board minutes, confirming that the board provided the public with at least 48 hours of written notice of the meetings;
- Adoption of resolutions to go into executive session, which meet the approved Open Public Meeting Act (OPMA) criteria for executive session; and,
- Any court orders of violations of OPMA.

Department Review Process

- Verify that there are public postings of meeting dates, times, and locations, and whether formal action may or may not be taken (legal advertisements showing this information).
- Verify that there are statements of adequate notice in the board minutes, confirming that the board provided the public with 48 hours of written notice of the meetings.
- Review resolutions to go into executive session, which meet the approved OPMA criteria for executive session.
- Determine if there are any court orders of violations of OPMA.

Verification of Indicator Compliance

If the school district has not violated OPMA (i.e., there are no court orders demonstrating OPMA violations) and the school district has complied with OPMA by publicly posting its meeting dates, times, locations, and whether formal action will be taken, provided the public with at least 48 hours of written notice of its meetings, and has adopted resolutions, which meet the approved OPMA criteria for executive session, then points will be awarded.

Governance—Indicator 11

The district board of education approves the monthly district board of education secretary's and treasurer's reports within 60 days of month's end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expended. (N.J.A.C. 6A:23A-16.10(c))

Points: 6

Purpose

To ensure transparency of the fiscal conditions of the district.

Documentation for Verification

This indicator is monitored remotely using:

- Board of education minutes reflecting approval of the board secretary's and treasurer's reports/cash reconciliation reports for the month, within 60 days of the month's end.
- Certification that major funds (general fund, special revenue and capital projects) have not been over-expended.

Department Review Process

- Review district board of education minutes to verify that the board approved the board's secretary and treasurer's reports for the month within 60 days of the month's end.
- Verify that the board has certified that major funds (general fund, special revenue and capital projects) have not been over-expended.

Verification of Indicator Compliance

If the school district's board of education minutes show that the secretary's and treasurer's reports for the month have been approved within 60 days of the month's end and that funds have not been over-expended, points will be awarded.

Governance—Indicator 12

Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting (N.J.S.A.18A:17-7)

Points: 6

Purpose

To ensure the transparency of official district board of education actions.

Documentation for Verification

This indicator is monitored remotely using:

District board of education minutes, including special meetings, must be made publicly available within two weeks or by the next district board of education meeting.

Department Review Process

Review the district board of education minutes to verify that district board of education minutes are publicly available within two weeks or by the next district board of education meeting.

Verification of Indicator Compliance

If the school district board of education minutes, including special meetings, are publicly available within two weeks or by the next district board of education meeting, points are awarded.

Governance—Indicator 13

District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-22, 24.1 and 26)

Points: 5

Purpose

To ensure transparency and ethical conduct of board of education members and school administrators.

Documentation for Verification

This indicator is monitored remotely using:

- Annual online completion of required disclosure statements for board of education members and school administrators.
- Annual discussion of the School Ethics Act as demonstrated in the board of education minutes.
- List of any board of education member or administrator in the district who has been in violation of the School Ethics Act from the School Ethics Commission.

Department Review Process

- Verify annual online completion of required disclosure statements for board members and school administrators.
- Review board of education minutes indicating annual discussion of the School Ethics Act
- Verify that no board of education members or administrators have been in violation of the School Ethics Act from the School Ethics Commission.

Verification of Indicator Compliance

If, annually, the school district demonstrates completion of the required disclosure statements for board members and school administrators, discussion of the School Ethics Act, and there have been no violations of the School Ethics Act, then points will be awarded.

Governance—Indicator 14

The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. (N.J.A.C. 6A:13-2.1(h))

Points: 3

Purpose

To ensure that districts provide students with the diverse materials and resources needed to access information and conduct research.

Documentation for Verification

This indicator is monitored onsite.

- Name and certification of the district library media specialist;
- Evidence of compliance with N.J.A.C. 6A:13-2.1(h) in the provision of library media services, which includes providing library media services under the direction of a certified school library media specialist;
- Provide evidence that students have access to appropriate books, novels, anthologies, reference materials, and supplemental materials for research; and
- Evidence of compliance with N.J.A.C. 6A:13-2.1(h) in the provision of library media services, includes providing library media services under the direction of a certified school library media specialist.

Department Review Process

- Review evidence that students have access to library media service under the direction of a certified school library media specialist, that are connected to classroom studies in each building.
- Determine that all students have access to computers and district approved software that is connected to classroom studies in each school building.
- Check that all students have access to appropriate books, novels, anthologies, reference materials and supplemental materials to conduct research.

Verification of Indicator Compliance

If the school district provides all students with access to library media services, connected to their classroom study in each school building, then points are awarded.

The Five DPR Areas of NJQSAC Overview

Operations

The Operations indicators are used to assess a school district's performance and capacity in:

- Implementing school district policies related to code of student conduct, attendance, alcohol, tobacco, as well as other drugs, and harassment, intimidation and bullying (HIB);
- Submitting accurate, complete data for Standards Measurement and Resource for Teaching (NJ SMART) and the Department's web application portfolio, accessed through Homeroom, ensuring a safe school environment;
- Developing and maintaining a positive school climate;
- Implementing the education and law enforcement memorandum of agreement;
- Providing school health services;
- Reporting potentially missing and abused children; and,
- Providing transportation services.

General Monitoring Notes

- The review process will begin with a district self-assessment.
- The verification process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the verification process for the indicator.
- If questions, clarifications or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).

Operations—Indicator 1a

The school district's NJ SMART and educator evaluation data files:

Have been certified by established deadlines and provide complete data.

Points: 2

Purpose

To ensure data is complete and submitted in a timely manner for all NJ SMART and Evaluation Information System (EIS).

Documentation for Verification

This indicator is monitored remotely using:.

The Department will provide this indicator score based on the NJ SMART and EIS reports.

Department Review Process

The Department will provide this indicator score based on the NJ SMART and EIS reports.

Verification of Indicator Compliance

If the district's NJ SMART submissions and their EIS submissions are both certified by the established deadlines and are complete data, then points are awarded.

Operations—Indicator 1b

The school district's NJ SMART and educator evaluation data files:

Have an error rate of less than 1.5 percent for each file—inclusive of student sync errors.

Points: 3

Purpose

To ensure accuracy of data submitted by districts through NJ SMART.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

The Department will provide this indicator score based on the NJ SMART report.

Department Review Process

The Department will provide this indicator score based on the NJ SMART report.

Verification of Indicator Compliance

If the district has an error rate of less than 1.5 percent for each NJ SMART file, inclusive of student sync errors, then the district will receive credit for this indicator.

Operations—Indicator 2a

The school district's County District School (CDS) Information System data:

Have been submitted by established deadlines and no evidence of changes not approved by theDepartment was reported since the last NJQSAC monitoring.

Points: 1

Purpose

To ensure that districts maintain accurate data within the county district school (CDS), make appropriate changes during the established deadlines of CDS's open collection period and follow proper approval by the county office if emergency changes occur outside of the established open collection period.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

- The CDS accessed through Homeroom on the Department's website.
- The CDS change forms located in the county office.

Department Review Process

- Review information entered into the CDS to confirm alignment with the district's current known information.
- Confirm all data has been submitted to the CDS within the established guidelines. Any change forms sent after the close of the established time period that the county office did not deem emergent or unforeseen will result in loss of points.
- Review change forms and the CDS to confirm that all changes, except contact information, were submitted to the county office for review and approval prior to the change going into effect at the school district.

Verification of Indicator Compliance

If the CDS data have been submitted by established deadlines, and there is no evidence of changes not approved by the Department since the last NJQSAC monitoring, then points are awarded.

Operations—Indicator 2b

The school district's County District School (CDS) Information System data:

Have accurately maintained the required school contacts throughout the year and the school district has submitted to the Department for approval any change requiring district board of education action within five business days of the action.

Points: 3

Purpose

To ensure the availability and accuracy of current district and school contact information, as well as school configurations.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

- The CDS accessed through Homeroom on Department's website.
    - If school grade configurations were changed, the district had to provide minutes of the district board of education approval for the reconfiguration. The proposed change was submitted on the CDS change form, within five days of the board's approval of the school configuration change.
- Any incidents reported to the county office.

Department Review Process

- Review the district board of education minutes and, if applicable, the change form for grade reconfiguration.
- Review any incidents reported for incorrect contact information.

Verification of Indicator Compliance

If the district maintained accurate school contacts, there is consistency between the grade configurations posted in the CDS and the grade configurations that the district has, and the district submitted changes to the county office for review and approval within five business days of the board of education action, then points are awarded.

Operations—Indicator 3a

The school district has a data management process that includes:

Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure.

Points: 2

Purpose

To ensure that data is submitted accurately and shared throughout the school district.

Documentation for Verification

This indicator is monitored remotely.

- The name of the data coordinator (this person may have the function but not the exact title).
- The names of all district contacts for active Department application submissions, with their assignments specified.
- The district's written procedures for communication and dissemination of data submitted through the applications.

Department Review Process

- Confirm the district has a data coordinator (this person may have the function but not the exact title).
- Confirm all applications have an assigned district staff member.
- Review the procedures for communication and dissemination of data submitted through the applications.

Verification of Indicator Compliance

If staff members have been assigned (one for the function of a data coordinator and others for all Department data submission applications) and the policies reflect an internal communication procedure for data, then points are awarded.

Operations—Indicator 3b

The school district has a data management process that includes:

Submission of data collection applications via the Department's website by the established deadlines.

Points: 3

Purpose

To ensure the district submits all applications by the due dates (Data Submissions Calendar).

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

The Department will provide this indicator score based on the report generated by the Department. A district may obtain points for late submission if it can produce evidence of Department program office approval. The Department has identified the following applications for accountability with Indicator 3b:

- Annual School Plan (ASP)
- Application for Special Education Extraordinary Aid
- Applications for State School Aid
- Audit Summary Online
- Bilingual Waiver Request Submission
- Career and Technical Education Data Management System
- Chapter 192-193 Funding Statement and Additional Funding Request
- Charter School Enrollment System
- County District School Information System
- District Report of Transported Resident Students
- Gifted and Talented Services Report
- New Jersey Quality Single Accountability Continuum
- Nonpublic Enrollment and Approved Private Schools for Students with Disabilities Program Enrollment
- Nonpublic Project Completion Reports (Nursing, Textbook and Technology Included)
- Report of Nonpublic Auxiliary and Handicapped Services
- School Self-Assessment for Determining Harassment, Intimidation and Bullying
- Tuition Reimbursement for State-Responsible Homeless Children and Youth

Department Review Process

The Department will provide this indicator score based on the report generated by the Department.

Verification of Indicator Compliance

If there were no late submissions in Department applications, or the district provided evidence of Department program office approval for a late submission, then points are awarded.

Operations—Indicator 4

The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.

Points: 3

Purpose

To ensure that decision making is data driven and that a variety of data is used to analyze and monitor student achievement and progress, as well as to evaluate school programs including, but not limited to the following requirement:

> Public school districts are mandated by the "Strengthening Gifted and Talented Education Act" (Law) to provide appropriate instructional adaptations and educational services to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.

Documentation for Verification

This indicator is monitored remotely.

District policies and procedures requiring multiple sources of data (more than two) are utilized to:

- Monitor progress of students;
- Measure the effectiveness of programs, initiatives and strategies;
- Submission of the Gifted and Talented Report; and
- Review of district website for the following:
    - The complaint policy on the homepage of the board's Internet website (N.J.S.A. 18A:35-38); and
    - Detailed information available regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. (N.J.S.A. 18A:35-39).

Department Review Process

Review district policies and procedures, checking for multiple data sources. The Department will provide data regarding the district submission of the Gifted and Talented Report. The district website for Gifted and Talented must contain the complaint policy and detailed information regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students.

Verification of Indicator Compliance

If a district has a policy indicating the use of multiple (more than two) sources of data to monitor progress of students and measure the effectiveness of programs, initiatives and strategies; and is compliant with the requirements of the Strengthening Gifted and Talented Education Act, then points are awarded.

Operations—Indicator 5

The district board education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students' due process rights. (N.J.A.C. 6A:16-7.1)

Points: 5

Purpose

To ensure the policies and procedures for the code of student conduct (CSC) are communicated to all stakeholders and are inclusive of both disciplinary measures and supportive measures.

Documentation for Verification

This indicator is monitored remotely.

- Board of education approved CSC policies and procedures that meet the requirements in N.J.A.C. 6A:16-7.1.
- Evidence of distribution of the CSC (e.g., student handbooks contain CSC, parents receive through mail, email or online from school district website).
- Evidence that employees received annual training on the code of student conduct (e.g., attendance sheets for current staff or copy of orientation agenda for new staff.

Department Review Process

- Review the CSC policies and procedures using Department compliance checklist to ensure it contains all requirements as listed under N.J.A.C. 6A:16-7.
- Verify that employees were provided annual training on the code of student conduct.
- Verify how the information is distributed to all stakeholders.
    - **Note:** If evidence provided is distribution of an abridged version of the CSC only, this is not acceptable. Minimally, the recipient of the policy must be directed to where a complete copy of the policy may be viewed or obtained. For example, the abridged version of the policy in a student handbook must also include the location to view or obtain a complete copy.

Verification of Indicator Compliance

If the CSC meets the checklist requirements was distributed to all stakeholders, and evidence of training of staff provided, as well as adopted by the district board of education, then points are awarded.

Operations—Indicator 6

Twice per year, the Chief School Administrator (CSA) presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department's incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)

Points: 5

Purpose

To ensure that accurate information on violence, vandalism, substance abuse and HIB incidents submitted to the Department are publicly reported to the district board of education and shared with stakeholders.

Documentation for Verification

This indicator is monitored remotely.

- District board of education minutes indicating that the summary of incidents for Report Period 1, September 1 through December 31, and Report Period 2, January 1 through June 30, were presented to the district board of education by the superintendent or designee at a public meeting once between January and June and once between July and December.
- Incident data is reported in the Student Safety Data System (SSDS).

Department Review Process

- Review the district board of education minutes for the two CSA presentations.
- Review the list of LEAs that verified data after the due date.

Verification of Indicator Compliance

If the district board of education minutes confirm that the CSA presented to the district board of education at the two reporting periods, the district is not on the Office of Student Support Services list of LEAs that verified data after July 15 and schools were included in the report to the district board of education, then points are awarded.

Operations—Indicator 7

The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the Department the statement of assurance (SOA) and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7)

Points: 7

Purpose

To ensure the promotion of safe schools and a continual focus on improving school climate through implementation of the N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7.

Documentation for Verification

This indicator is monitored remotely using:

Each of the county selected schools, based on the established sample size, must provide all of the following from the most recent school year:

- List of members of the School Safety/School Climate Team (SS/SCT) including, at least:
  - The anti-bullying specialist (ABS);
  - Principal or designee;
  - Teacher in the school; and,
  - Parent of a student in the school.
- SS/SCT meeting agendas, sign-in sheets and notes.
- Records of professional development opportunities for school climate programs or approaches (e.g., professional development certificates, records of attendance)

Department Review Process

- Examine the following evidence to ensure that each of the selected schools from the district sample provided the following from the most recent school year:
  - Review the list of team members of the SS/SCT to ensure the school has a team with at least the following members:
    - ABS;
    - Principal or designee;
    - Teacher in the school; and,
    - Parent of a student in the school.

  - Review the SS/SCT agendas, sign-in sheets and notes to ensure that each team met at least two times during the school year.
  - Review records of professional development opportunities for school climate programs or approaches.
- Confirm that the district has complied with the September 30 deadline for the submission of its statement of assurance and the district board of education's approval of the HIB self-assessment for each school in the district.

Verification of Indicator Compliance

Points are awarded if the district has a process to ensure the school safety/school climate team in each school, with support from the CSA, which includes:

- Reviewing and taking action to strengthen school climate policies;
- Educating the community, including students, teachers, staff and parents, to prevent HIB;
- Providing professional development opportunities that address effective practices of successful school climate programs or approaches; and,
- Submitting to the Department the Statement of Assurance and board of education approval of the HIB self-assessment for each school in the district by September 30.

Operations—Indicator 8

The *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* (MOA) has been signed within the past year. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-6.2)

Points: 6

Purpose

To ensure direct communication, cooperation and support between local law enforcement and the school district in order to provide the safety and protection of students.

Documentation for Verification

This indicator is monitored remotely. The district does not have to submit any documentation.

- A copy of the most recent version of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*, on file at the county office, signed by:
    - The CSA;
    - Chief of police/station commander;
    - President of the district board of education;
    - Executive county superintendent of schools; and,
    - The county prosecutor.
- Corrective action plan for NJQSAC findings from the prior year (if applicable).

Department Review Process

- Ensure MOA is signed by all applicable parties.
- Ensure a corrective action plan is implemented for NJQSAC findings from the prior year (if applicable).

Verification of Indicator Compliance

If the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* has been signed by all required parties and, if applicable, the corrective action plan has been implemented for the NJQSAC findings from the prior year, then points are awarded.

Operations—Indicator 9

The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs, and continuity of care and supports. (N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4)

Points: 6

Purpose

To ensure that the school district takes a comprehensive approach and appropriately addresses substance abuse.

Documentation for Verification

This indicator is monitored remotely.

- District policies and procedures for comprehensive alcohol, tobacco, and other drug abuse that address:
  - Prevention;
  - Assessment;
  - Intervention;
  - Referral for evaluation and referral for treatment;
  - Discipline for students using alcohol or other drugs; and,
  - Continuity of care and supports.
  - Evidence that the staff in-service training component in alcohol, tobacco, and other drug use prevention and intervention (in accordance with N.J.A.C. 6A:16-3.1(a)4) was annually updated and provided to all educational staff members (e.g., a copy of the training, attendance sheets, completion certificates, digital learning platform records, etc.).

Department Review Process

Review the district's policies and procedures to ensure they include:

- Prevention;
- Assessment;
- Intervention;
- Referral for evaluation and referral for treatment;
- Discipline for students using alcohol or other drugs;
- Continuity of care and supports; and,
- Review evidence of staff in-service on alcohol, tobacco, and other drug use prevention and intervention.

Verification of Indicator Compliance

If the policy and procedures contain all required elements and proof of related staff in-service has been submitted, then points are awarded.

Operations—Indicator 10

Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. (N.J.A.C. 6A:27-11.1, 11.2 and 12)

Points: 6

Purpose

To ensure the safe transportation of students with a plan to review and resolve transportation incidents.

Documentation for Verification

This indicator is monitored remotely.

- District board of education approved policies and procedures that align with the administrative code (N.J.A.C 6A:27-11.1, 11.2, and 12) and Motor Vehicle requirements.
- The record for evacuation drills that are required at least two times per year* for all students who are transported to and from school on a bus.
- For all other students shall receive school bus evacuation instruction at least once within the school year.
- District board of education minutes approving the policy and illustrating the CSA presentation to the board of education meeting immediately following the completed drill.

Note: *This requirement applies to walking school districts as well.

Department Review Process

- Review all required documentation to ensure the requirements of the applicable administrative code sections are addressed.
- Review district board of education minutes, identifying schedule of drills and the CSA presentation to board of education at the meeting following the completion of the drills.

Verification of Indicator Compliance

If the district has board of education approved policies and procedures that address transportation incidents and meet Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills, and the CSA has presented evidence of the completion of emergency exit drills to the district board of education at the meeting following the completion of the drills, then points are awarded.

Operations—Indicator 11

Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-11)

Points: 6

Purpose

To ensure the district has established policies to report potentially missing, abused or neglected children to law enforcement and child welfare authorities expeditiously.

Documentation for Verification

This indicator is monitored remotely.

- District board of education approved policies and procedures that:
  - Require reporting potentially missing, abused, or neglected children to law enforcement and child welfare authorities;
  - Appoint a school district liaison to law enforcement authorities; and
  - Provide training to school district employees, volunteers, and interns on policies and procedures.
- Prior year NJQSAC findings and corrective action plan (if applicable).

Department Review Process

- Review the district board of education approved policies and procedures for reporting potentially missing, abused or neglected children to law enforcement and child welfare authorities.
- Review evidence of training provided to new staff, interns, and volunteers (i.e., attendance lists, certificates of completion, or digital learning platform records).

Verification of Indicator Compliance

If the district has board of education has approved policies and procedures to report potentially missing, abused or neglected children to law enforcement and child welfare authorities, have provided training to any new staff, interns, and volunteers, and there have been no findings of noncompliance since the previous monitoring, then points are awarded.

Operations—Indicator 12

Comprehensive record of immunizations required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c))

Points: 4

Purpose

To ensure the district maintains student health records and stores records in a location separate from other student records.

Documentation for Verification

This indicator will be monitored onsite.

- The comprehensive health record for public and nonpublic school students (if applicable) is maintained in an area separate from other student records and includes:
  - Immunizations;
  - Required physical examinations and health screenings [e.g., height, weight, vision, hearing and physical examinations (N.J.A.C. 6A:16-2.2(g)1-4)]; and,
  - Scoliosis report every other year for students ages 10 to 18 (N.J.S.A. 18A:40-4.3).
- Evidence that the comprehensive record of immunizations, required physical examinations and health screenings is used to identify the medical needs of public and nonpublic students.
  - Note: Evidence may be in any format the district provides.
- Prior year NJQSAC findings and corrective action plan (if applicable)

Department Review Process

- Review a sample of the student health records to ensure that they include:
  - Immunizations;
  - Required physical examinations and health screenings [e.g., height, weight, vision, hearing and physical examinations (N.J.A.C. 6A:16-2.2(g)1-4)]; and,
  - Scoliosis report every other year for students ages 10 to18 (N.J.S.A. 18A:40-4.3).
- Onsite visit to a sampling of schools to ensure that health records are maintain separately from other student records.
- Review NJQSAC findings from the prior year and corrective action plan (if applicable).

Verification of Indicator Compliance

- Points are awarded if the health records are maintained separately from other students' records and are used to identify the needs of public and nonpublic student health needs
- The sampled records contain:
    - Immunizations;
    - Required physical examinations and health screenings [e.g., height, weight, vision, hearing and physical examinations (N.J.A.C. 6A:16-2.2(g)1-4)]; and,
    - Scoliosis report for students ages 10 to18 (N.J.S.A. 18A:40-4.3) every other year.

Operations—Indicator 13

At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)

Points: 8

Purpose

To ensure the district employs at least one certified school nurse, any one-to-one clinical nurse is properly approved and a board approved nursing services plan for the district is adopted.

Documentation for Verification

This indicator is monitored on-site.

- At least one certification of a school nurse employed by the district (not employed through a third party contract)
- Review of clinical one-to-one nurses, if applicable to ensure service providers for medically fragile students (as applicable) are hired by the district board of education using providers of clinical nursing services who appear as approved on the Department of Human Services directory of providers of private duty nursing pursuant to N.J.S.A. 18A:40-3.3
- District board of education adopted district nursing services plan that meets all requirements of N.J.A.C. 6A:16-2.1(b) for the district and, if applicable, the nonpublic school

Department Review Process

- Review the certifications within the employee file to confirm that at least one nurse employed by the district is a certified school nurse (CSN).
- Review documentation for contracted nursing services for one-to-one clinical nursing services for medically fragile students and ensure that they are on the approved New Jersey Department of Human Services (NJDHS) directory, if applicable.
- Review district board of education approved district-level nursing services plan and, if applicable, nursing services plan for nonpublic school(s).

Note: A provider may be chosen by the parent or guardian of a medically fragile student to render such clinical nursing services to the student, but only if the cost to the school district remains neutral. Such requests shall be submitted to the Department, along with a certification from the school district stating that the cost is neutral.

Verification of Indicator Compliance

If the school district has at least one certified school nurse who is employed by the school district (not through a third-party contract), uses a provider of clinical nursing services who appears on the (NJDHS) directory of private-duty nursing for medically fragile students who require one-to-one clinical nursing services, and the district board of education annually adopts a nursing services plan that addresses each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students, then points are awarded.

Operations—Indicator 14

Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)

Points: 6

Purpose

To ensure there is a continuation of educational services for students removed for disciplinary reasons and students absent for chronic illness within the designated time frame and to ensure that services are provided by staff with appropriate teaching certification and criminal history background checks.

Documentation for Verification

This indicator is monitored remotely.

- List of employees/third-party contractor(s) who provide home instruction (including evidence of teaching certification and criminal history check).
- Documentation (e.g., home instruction log of visitation, name of instructor, date of removal, date of re-entry) for the last five students during the previous 12 months who received home instruction
    - For the students identified above: If the school district chose to contract with a student's medical or treatment facility to provide home instruction, and the medical treatment facility is not on the Department's list of approved clinics and agencies, evidence must demonstrate that the instructors providing educational services are certified and have successfully completed a criminal history record check with the Department.

Note: If less than five students were removed for five or more school days within the current school year, utilize documentation for all students who were removed.

Department Review Process

- Review human resources (HR) records for certification and criminal history background check for instructors/contractors providing services.
- Documentation (e.g., home instruction log of visitation, name of instructor, date of removal, date of re-entry) for the last five students during the previous 12 months who received home instruction.
    - For the students identified above: If the school district chose to contract with a student's medical or treatment facility to provide home instruction, and the medical treatment facility is not on the Department's list of approved clinics and agencies, evidence must demonstrate that the instructors providing educational services are certified and have successfully completed a criminal history record check with the Department.

Verification of Indicator Compliance

If the district provided educational services from a certified instructor who has completed the Department's criminal history record check, for students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness within five days of a student's removal for disciplinary reasons or receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness, then points are awarded.

Operations—Indicator 15

Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred.
(N.J.A.C. 6A:16- 5.1)

Points: 6

Purpose

To ensure that the district has reviewed and revised its Annual School Safety and Security Plan.

Documentation for Verification

This indicator is monitored remotely. The district does not have to provide documentation for this indicator.

The Annual School Safety and Security Plan Review, SOA, submitted to the county office of education annually by November 30.

Documentation that a school safety audit has been conducted for each school building in accordance with N.J.S.A. 18A:41-14; and Up-to-date critical incident mapping data for all schools and school grounds have been provided to local law enforcement authorities. (N.J.S.A. 18A:41-7.1)

The district board of education has adopted and implemented a policy to establish a threat assessment team at each school to provide administrators, teachers, and other staff with assistance in identifying, assessing, and managing students that exhibit concerning or threatening behaviors. (N.J.S.A 18A:17-43.4)

Department Review Process

Verification of receipt of the most current approved Annual School Safety and Security Plan Review, SOA, at the county office. Identification of threat assessment team and verification of required training.

Verification of Indicator Compliance

If the district submitted the Annual School Safety and Security Plan Review, SOA, by November 30 of the year the district is monitored and verification of policy and training for the threat assessment team, then points are awarded. For example, if the district is being monitored in the 2024-25 school year, the county will verify receipt of the SOA before November 30, 2024.

Operations—Indicator 16

A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. (N.J.S.A. 18A:41)

Points: 4

Purpose

To ensure that the district submits an SOA documenting the record of monthly security drills to the Department no later than June 30.

Documentation for Verification

This indicator is monitored remotely.

- School drill record using established sample size.
- County Office copy of district's SOA.

Department Review Process

- Verification that the SOA accurately reflects the school security drills and that the SOA was submitted by June 30.
- Review the drill schedule and record to confirm drill compliance with N.J.S.A. 18A:41.

Verification of Indicator Compliance

If the district submitted the SOA by June 30 and conducted all required drills, then points are awarded.

Operations—Indicator 17

The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)

Points: 6

Purpose

To ensure that the district has a plan to eliminate discrimination and ensure equity in education.

Documentation for Verification

This indicator is monitored remotely. The district does not have to provide documentation for this indicator.

- The Department issued letter that approved comprehensive equity plan (CEP letter).
    - Annual county receipt of the CEP SOA.

Department Review Process

Verification of the approval of the CEP and the receipt of the annual SOA.

Verification of Indicator Compliance

If the district has a CEP approval letter and has annually submitted the CEP SOA, then points are awarded.

Operations—Indicator 18

The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6)

Points: 8

Purpose

To ensure that districts have board approved attendance policies and procedures.

Documentation for Verification

This indicator is monitored remotely. District board of education adopted attendance policy and procedure.

In accordance with N.J.A.C. 6A:32-8.6 Absentee and chronic absenteeism rates: Each school with 10 percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates.

Additionally, in accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the district board of education, until the percentage of students who are chronically absent is less than 10 percent.

Department Review Process

Review district board of education adopted policies, procedures, and corrective action plan if applicable, to ensure that all requirements under N.J.A.C. 6A:16-7.6 by using the Department Attendance Policy Checklist.

Verification of Indicator Compliance

If the district policies and procedures requiring regular attendance of students contain expectations of timely arrival and daily attendance when school is in session; responses to unexcused absences and lateness; attempt to determine the cause of unexcused absences; and, provide tiered supports in maintaining regular attendance for all students, then points are awarded.

The Five DPR Areas of NJQSAC Overview

Personnel

The Personnel indicators are used to assess a district's performance and capacity in fulfilling the requirements for staffing and for staff development, including assurance that:

- Staff evaluations are aligned to the TEACHNJ Act;
- Support is provided to novice teachers;
- Professional learning is provided to staff based on the professional development plan (PDP);
- The district's PDP is aligned to the district's goals and budget;
- Staff are appropriately certified and meet the qualifications of their positions;
- Staffing attendance and budget systems are in place; and,
- Supervisory processes result in appropriate goal-setting and feedback procedures.

General Monitoring Notes

- The review process will begin remotely by the county office requesting the required evidence, unless stated otherwise within the review process for the indicator.
- If questions arise, or clarification or additional information is needed, a site visit may be scheduled at the discretion of the executive county superintendent (ECS).
- Any approved equivalencies or waivers must accompany DPR document for verification purposes.

Personnel—Indicator 1a

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4).

Total Possible Points: 8

Points for Indicator 1a

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	8
95 to 99%	4
Less than 95%	0

Purpose

To verify that the evaluation processes for teachers result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) data extract. Specifically, there are:

- A measure of teacher practice via observations;
- Multiple measures of student growth via SGO(s) and/or mSGP (where applicable) toward a teacher's summative rating; and,
- A summative rating.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies)

- The Department program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the Department.
- If there are discrepancies, the data will be reconciled through remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control (i.e., maternity leaves, medical leaves, etc.).

Department Review Process

- The data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the Department program office that necessitate a follow- up, then points are awarded.
- The data extract from EIS has discrepancies noted from the Department program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the teacher evaluation processes result in complete summative scores, measures of student growth (SGO and mSGP where applicable), and measures of teacher practice, then points are awarded.

Verification of Indicator Compliance

If the audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the teacher evaluation processes result in complete summative scores, measures of student growth (SGO and/or mSGP where applicable), and measures of teacher practice, then points are awarded.

Personnel—Indicator 1b

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4).

Total Possible Points: 6

Points for Indicator 1b

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	6
95 to 99%	3
Less than 95%	0

Purpose

To verify that the evaluation processes for all principals and vice principals result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) data extract. Specifically, there are:

- A measure of principal practice via observations;
- Multiple measures of student growth via administrator goals towards a Principal, Assistant or Vice Principal's summative rating; and,
- A summative rating.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies)

- The Department program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the Department.
    - If there are discrepancies, the data will be reconciled through a remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, i.e., maternity leaves, medical leaves, etc.

Department Review Process

- Review prepared data extract from EIS showing the degree to which the district has completed evaluation of relevant staff. The program office will note discrepancies in data that warrant a follow-up by county staff.
- Review the evidence provided and reconcile any data anomalies as needed through further communication with the district.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, i.e., maternity leaves, medical leaves, etc.

Verification of Indicator Compliance

- The data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the Department program office that necessitate a follow- up, then points are awarded.
- The data extract from EIS has discrepancies noted from the Department program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the school leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP where applicable, administrator goals), then points are awarded.

Personnel—Indicator 1c

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Evaluations of other certificated staff according to regulations (N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2).

Total Possible Points: 4

Points for Indicator 1c

Percentage of Audited Files that Meet the Indicator	# Points Earned
100%	4
95 to 99%	2
Less than 95%	0

Purpose

To verify that the evaluation processes for other certificated staff (OCS) result in complete evaluation data, as evidenced through district submission to the Evaluation Information System (EIS) data extract

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies)

The data extract from the EIS shows the proportion of OCS whose evaluations were completed.

Department Review Process

- The Department program office will note discrepancies in data that warrant a follow-up by county staff.
- Review prepared data extract from EIS showing the degree to which the district has completed evaluations of relevant staff. The EIS data extract is provided by the Department.
    - If there are discrepancies, the data will be reconciled through a remote review of district data and documentation.

Note: Districts will not be penalized for staff who have incomplete evaluations for reasons beyond the district's control, i.e., maternity leaves, medical leaves, etc.

Verification of Indicator Compliance

- The data extract from EIS shows the degree to which the district has completed evaluations of relevant staff with no discrepancies noted from the Department program office that necessitate a follow- up, then points are awarded.
- The data extract from EIS has discrepancies noted from the Department program office but the data is reconciled through an audit of staff personnel files and other relevant school district records demonstrate that evaluations have occurred in accordance with N.J.A.C. 6A:9C and 6A:10, whereby the evaluations of other certificated staff result in a summative rating, then points are awarded.

Personnel—Indicator 1d

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)

Points: 4

Purpose

To verify that training in evaluation processes occur. Specifically, there are:

- Annual trainings on evaluation rubrics for all evaluators and those being evaluated prior to evaluations occurring; and,
- At least two co-observations annually for teacher evaluators.

To verify that evaluation conferences have occurred. Specifically, there are:

- Pre-observation conferences preceding at least one announced observation for teachers; and,
- An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers in accordance with N.J.S.A. 18A:27-3.1) for those teachers receiving summative scores.

Note: Signatures can be electronic.

Documentation for Verification

This indicator is monitored remotely using: (unless there are discrepancies). The district will provide this documentation.

- Evaluation training documentation from the current year:
  - Training agenda; and
  - Submitted sign in sheets
- Items above must be provided for the following groups:
  - Teachers;
  - Teacher evaluators;
  - School leaders; and,
  - School leader evaluators.
- Evaluation schedules from the previous year (for teachers, school leaders and other certificated staff) that clearly show:
  - Staff name;
  - Staff role;
  - Tenure status;

- Evaluator name; and
- Observation dates.

Department Review Process

- Verify that training in evaluation processes occur. Specifically, there are:
  - Annual trainings on evaluation rubrics for all evaluators and evaluatees prior to evaluations occurring; and,
  - At least two co-observations annually for teacher evaluators.
- Verify that evaluation conferences have occurred. Specifically, there are:
  - Pre-observation conferences preceding at least one announced observation for teachers; and,
  - An annual summary conference prior to June 30 (and prior to April 30 for non-tenured teachers).

Verification of Indicator Compliance

If evaluation training and evaluation conferences have been conducted as required, for all certificated staff, then points will be awarded.

Personnel—Indicator 1e

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

School improvement panels have been established in each school and are functioning in accordance withthe TEACHNJ Act (N.J.S.A. 18A:6-120) and regulations. (N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2)

Points: 4

Purpose

To verify that the district convenes and utilizes school improvement panels (ScIPs) in each school and that they are functioning in accordance with the TeachNJ Act. Specifically, the ScIPs are meeting the following requirements:

- The ScIP has a minimum of one meeting per year.
- ScIP membership is at least one third teachers and includes the principal and an assistant principal/vice-principal (AP/VP) or other certified supervisor; and,
- ScIPs are fulfilling at least one of the responsibilities below:
    - Oversight and support for school-wide evaluation processes;
    - Oversight and support for mentoring of teachers new to the school; and,
    - Identification of PD opportunities that support school PDPs by using aggregate evaluation data and student achievement data.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The district will provide this documentation.

- ScIP membership list that includes name and position
- Agenda showing that one of the required responsibilities is being met
- Minutes or meeting notes showing that one of the required responsibilities is being met

Department Review Process

- Review the ScIP membership list to ascertain that it is at least one third teachers and includes the principal or designee and an AP/VP or other certified supervisor; and,
- Verify that the ScIPs performed a minimum of one of the following required activities:
    - Oversight and support for school-wide evaluation processes;
    - Oversight and support for mentoring of teachers new to the school; and,
    - Identification of PD opportunities that support school PDPs by using aggregate evaluation data and student achievement data.

Verification of Indicator Compliance

If 100% of the sampled ScIPs have been established in each school and have the required membership and responsibilities, then points will be awarded.

Personnel—Indicator 1f

An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:

Other evaluation structures and processes, including tenure charge proceedings conducted according tothe TEACHNJ Act. (N.J.S.A. 18A:6-11 and 17.3)

Points: 2

Purpose

To ensure evaluation structures and processes, other than those delineated in Indicators 1a through e, are occurring. Specifically, there are:

- Board of education approved evaluation rubrics; and,
- Tenure charges submitted by the superintendent for staff receiving multiple years of less than effective ratings.

Documentation for Verification

This indicator is monitored remotely (unless there are discrepancies). The districts will provide this documentation.

- Personnel report
- Board resolutions for:
  - Observation rubrics
  - Reflective Practice Protocol use (if applicable)
- Tenure charge documentation (if applicable)

Department Review Process

- Review board resolutions and the Personnel report, which is based on information provided by the district to the program office, for:
  - Evaluation rubrics;
  - Reflective Practice Protocol use (if applicable); and,
  - Tenure charge documentation (if applicable).
- Review the EIS indicating staff for whom tenure charges should be brought.

Verification of Indicator Compliance

If the Board has approved evaluation rubrics and tenure charges have been submitted for any staff that received ratings below effective for multiple years, then points will be awarded.

Personnel—Indicator 2a

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):

An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to:

(1). school district, school, team, and/or individual goals, and

(2). results from individual performance evaluations.

(N.J.A.C. 6A:9C and 6A:10- 2.5).

Points: 5

Purpose

To verify that PDPs and/or CAPs are:

- In place for teachers and principals by October 31 or within 25 days of being hired, if hired after October 1.
- Aligned to professional standards for the individual's role.
- Written to include at least:
    - One goal linked to results from the individual's performance evaluation, and,
    - One goal linked to district, school, team or individual goals.
- Replaced by an appropriate Corrective Action Plan (CAP) within 25 days of receipt of a less-than-effective summative rating for the prior year. The CAP must receive board approval.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- Educator's individual PDP that provides an approval date and at least two required goals.
- Evidence from observation and/or annual performance reports showing connection to at least one goal.
- Evidence from district/school/team or individual goals showing connection to at least one goal.
- CAP for the current year (if applicable) for each staff member whose summary score for the prior year is below effective that includes approval date.
    - Evidence must show the CAP was created by October 31 for teachers that do not have a mSGP.
    - Evidence must show the CAP was created within 25 days of receipt of the summative score for teachers with a mSGP.

Department Review Process

According to determined sample size:

- Review educator's individual PDP to ensure they have been developed by October 31, and include rationale for each of the two required goals; and,
- Review each CAP for the current year (if applicable) to ensure that it was created:
  - By October 31 for teachers with no mSGP; and
  - Within 25 days of receipt of the summative score for teachers that receive an mSGP.

Verification of Indicator Compliance

If an audit of personnel files demonstrates that:

- CAPs were developed for staff with less-than-effective scores from the previous year:
  - By October 31 for teachers with no mSGP; and
  - Within 25 days of receipt of the summative score for teachers that receive an mSGP.
- PDPs were developed in the current school year for administrators and teachers by October 31 (or within 25 days of hire if hired after October 1) and a minimum of 80% of sampled PDPs have goals linked to an individual's performance evaluation and the district, school, team and/or individual goals, then points will be awarded

Personnel—Indicator 2b

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):

School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time. (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).

Points: 5

Purpose

To verify that adequate and consistent time is scheduled for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs.

Note: The state professional learning committee recommended once a month as an adequate and consistent time.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- Schedules for PD, PLC or other meetings showing time for the collaboration of teachers, in and across grade levels/content areas, occurring at least once a month
- Agendas, minutes or other artifacts demonstrate that teamwork is connected to addressing student learning needs

Department Review Process

Review evidence to verify that adequate and consistent time is scheduled for teachers to work together in and across content areas and grade levels to examine student results and collaboratively address student learning needs.

Verification of Indicator Compliance

If the district provides adequate and consistent time for teachers to work together in and across content areas and grade levels, and the time was used to examine student results and to collaborate on addressing student learning needs, then points will be awarded.

Personnel—Indicator 2c

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):

The school district-level PDP:

- Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates;
- Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and
- Addresses the NJSLS and the professional standards for teachers and school leaders (N.J.A.C. 6A:8 and 6A:9) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)

Points: 5

Purpose

To verify that the district's PD needs are being addressed through a PDP that includes:

- Professional learning opportunities for all active staff, focused on adult learning and improvements to practice; and,
- A focus on educator evaluation data, school-level PDPs and data from school- and district-level performance.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- District PDP for the current year
  - Incorporates professional learning that is sustained and job-embedded, not exclusively one-time workshops; and,
  - Based on a variety of sources and types of student, educator and system evidence, including educator evaluation data and school-level PDPs.
- At least two pieces of source data describing how to justify PDP development that may include school-level PDPs, district goals, evaluation data trends, other performance data, etc.

Note: District PDP Template can be found on the Department website.

Department Review Process

- Review the district's PDP for the current year.
- Verify that the PDP incorporates professional learning that is sustained and job-embedded, not exclusively one-time workshops.
- Determine that the PDP is based on a variety of sources and types of student, educator and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)
- Review the description of source data used to justify PDP development.

Verification of Indicator Compliance

If the district has a PDP that includes professional learning opportunities for all active staff focusing on adult learning and improving practices and is based on data from educator evaluation and school and district-level performance, then points will be awarded.

Personnel—Indicator 2d

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):

The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.)

Points: 5

Purpose

To verify that resources are being allocated to support the implementation of the district's current PDP.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

- District PDP showing at least two of the resources dedicated to educator professional learning and development (e.g., people, time, technology, money), beyond the resources designated toward completion of state-mandated PD topics; or,
- Other documentation (e.g., budget documents, board minutes, etc.) showing at least two resources dedicated to educator professional learning and development, beyond the resources designated toward completion of state-mandated PD topics.

Department Review Process

- Review allocation of at least two of the resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's PD needs; and,
- Verify that the allocation of at least two of the resources as stated in the PDP and mentoring plan, or other documentation, such as budget documents and board minutes, are beyond the resources designated toward completion of state-mandated PD topics.

Verification of Indicator Compliance

If at *least two* of the district's resources are being allocated to support implementation of the district's current PDP, beyond the resources designated toward completion of state-mandated PD topics, then points will be awarded.

Personnel—Indicator 2e

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):

The district mentoring plan: (N.J.A.C. 6A:9C-5):

- Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric;
- Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers;
- Describes how mentors are trained; and
- Describes the process by which the administrative office oversees mentor payments.

Points: 3

Purpose

To verify that districts have a mentoring plan that, at a minimum, includes:

- Induction support for all teachers who are new to the district; and,
- Procedures for:
    - Determining mentor eligibility;
    - Selecting and assigning one-to-one mentors to novice provisional teachers;
    - Training mentors; and,
    - Handling mentor payments.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

District Mentoring Plan for the current year describing procedures for:

- Determining mentor eligibility;
- Selecting and assigning one-to-one mentors to novice provisional teachers;
- Training mentors; and,
- Handling mentor payments.

Department Review Process

Review the District Mentoring Plan for the current year that describes procedures for:

- Determining mentor eligibility;
- Selecting and assigning one-to-one mentors to novice provisional teachers;
- Training mentors; and,
- Handling mentor payments.

Verification of Indicator Compliance

If the district has a mentoring plan that provides induction support for all teachers who are new to the district and details procedures for determining mentor eligibility, selecting and assigning one-to-one mentors to novice provisional teachers, training mentors and handling mentor payments, then points will be awarded.

Personnel—Indicator 2f

The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):

Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J.S.A. 18A and N.J.A.C. 6A).

Points: 2

Purpose

To verify staff have completed PD on state-mandated topics.

Documentation for Verification

This indicator is monitored remotely. The district will provide this documentation.

District PDP showing plan or other list displaying the delivery of mandated topics

Evidence the district is tracking current year State-Mandated trainings and evidence that that previous year State-Mandated trainings were completed. Note: The State required professional development topic can be found on the Department website.

Evidence that all new personnel are provided professional development training on educational equity issues within the first 90 days of employment.

Department Review Process

Review district plan for delivering training on state-mandated topics which demonstrates the district's plan to provide the training and sample district personnel files

Verification of Indicator Compliance

If the district has demonstrated that the district has provided and staff have completed PD on of the state-mandated topics required for their assignments, then points will be awarded.

Personnel—Indicator 3a

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department's certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment. (N.J.A.C. 6A:9B)

Points: 3

Purpose

- To verify that a district has registered all teachers, principals, vice principals, assistant principals, media specialists and student assistant counselors employed under a CE or CEAS in the provisional program no later than 60 days after beginning employment.
- To verify that the district has registered all long-term substitutes holding a CE or CEAS, if their employment will extend to 60 days or beyond, no later than 60 days after beginning employment.
- To verify that the CE provisional teacher is enrolled in an approved Department CE educator preparation program.

Documentation for Verification

This indicator is monitored onsite.

- New Jersey Educator Certification (NJEdCert) report
- Evidence of date of hire
- Evidence of candidate enrollment in a Department CE educator preparation program.

Department Review Process

- Compare the NJEdCert report to the staff hire date to determine whether all eligible staff described above have been registered in the NJEdCert.
- Review the NJEdCert report to determine whether each registered staff member was entered into the system within 60 days of hire by the district.
- Review the NJEdCert report to identify provisional teachers with a CE and district files containing copies of candidate enrollment in and Department Ce educator program.

Note: Districts completing a District Improvement Plan (DIP) should be reviewed using the NJEdCert report for the previous year to determine whether each registered staff member was entered into the system within 60 days of hire by the district.

Verification of Indicator Compliance

If the district demonstrates through the NJEdCert and staff hire date that 100% of eligible provisional staff members and long-term substitutes in the district are registered within 60 days of hire, then points will be awarded.

Personnel—Indicator 3b

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted. (N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10)

Points: 3

Purpose

To verify that provisional teachers for their first 30 weeks, or equivalent time, of practice in a district must be assigned a mentor who has planned in-person contact time with the provisional teacher, occurring:

- Over the course of the academic year; and,
- At least twice weekly for the first:
  - four weeks for teachers with a CEAS; and,
  - eight weeks for teachers with a CE
- At least once a week for the rest of the thirty weeks.

Documentation for Verification

This indicator is monitored remotely.

- Mentoring logs
- County office selection one provisional teacher within each grade configuration and will review that teacher's mentoring logs for evidence appropriate frequency of contact

Note: Evaluation of the provisional teacher will be verified in Indicator 3d.

Department Review Process

- Review mentoring logs to determine whether required mentoring hours were tracked for all eligible staff.
- Compare the mentoring entries in NJEdCert with the mentor logs for consistency.

Verification of Indicator Compliance

If the district provides evidence that the provisional staff are assigned a mentor and the required mentor hours are tracked, then points will be awarded.

Personnel—Indicator 3c

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. (N.J.A.C. 6A:9A and 6A:9B)

Points: 3

Purpose

To verify provisional teachers of early childhood education with P-3 certification students with disabilities and/or teachers of bilingual education are on course to obtain a standard license.

Documentation for Verification

This indicator is monitored remotely.

- Completed template for each provisional teacher of early childhood with P–3 certification, students with disabilities and/or teacher of bilingual education showing annual progress toward program completion.
- Annual college transcripts of these provisional teachers.

Department Review Process

- Identify provisional teachers of early childhood with P–3 certification provisional teachers of students with disabilities and provisional teachers of bilingual education through NJEdCert report.
- Verify that the district completed the template for all eligible provisional teachers and review submitted transcripts to verify the district's rationale for the provisional teachers' progress towards program completion.

Verification of Indicator Compliance

If the district has a completed teacher of early childhood with P–3, students with disabilities/bilingual education provisional teacher template for each eligible teacher showing annual progress toward program completion, then points will be awarded.

Personnel—Indicator 3d

The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:

All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard license. (N.J.A.C. 6A:9B)

Points: 2

Purpose

To verify that districts have completed and recorded evaluations for provisional teachers within 30 days of their eligibility for a standard license.

Documentation for Verification

This indicator is monitored remotely

- Date of eligibility, applicable for provisional teachers effective after July 1, 2018
- NJEdCert recorded entry of the teacher summative evaluation rating that qualifies the teacher for the standard certificate, i.e., the second such evaluation at a level of effective or highly effective

Department Review Process

Determine whether annual summative evaluation ratings are recorded in the NJEdCert report for each provisional teacher who is eligible to receive a standard certificate and that the second effective or highly effective rating is recorded within 30 days of June 30 of the evaluation year.

Verification of Indicator Compliance

If the district has recorded evaluation ratings in the NJEdCert for 100% of provisional teachers who are eligible to receive a standard certificate, and this is completed within 30 days of eligibility for the license, then points will be awarded.

Personnel—Indicator 4a

The district board of education has ensured the following staffing practices are followed:

New employees have a successful criminal history record check prior to employment and are not disqualified for employment. (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)

Points: 2

Purpose

To verify that all new district employees have a successful criminal history check prior to employment and are not disqualified for employment.

Documentation for Verification

- List of new employees.
- Criminal history clearance letters for all new employees.

Department Review Process

- Review the district's list of new employees for the current school year.
- Review the criminal history clearance letters for employees.
- Verify that the criminal history clearance letters are present for 100% of the sample of employees.

Verification of Indicator Compliance

If the district demonstrates that all new district employees have a successful criminal history check prior to employment, then points will be awarded.

Personnel—Indicator 4b

The district board of education has ensured the following staffing practices are followed:

Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files. (N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3)

Points: 2

Purpose

To verify physical examinations for employment candidates and employees are being conducted, when applicable.

Documentation for Verification

This indicator is monitored remotely.

District-maintained physical exam files, separate from personnel files

Department Review Process

- Verify physical examination and medical records are maintained in a secure location and are separate from personnel files.
- Verify that physical exam files are present for 100% of the sample of individuals.

Verification of Indicator Compliance

If the district demonstrates that employment candidates and employees, when applicable, have the appropriate physical examinations, then points will be awarded.

Personnel—Indicator 4c

The district board of education has ensured the following staffing practices are followed:

Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment. (N.J.A.C. 6A:9B)

Points: 5

Purpose

To verify that staff have an approved job description and appropriate certification for their assignment.

Documentation for Verification

This indicator is monitored remotely.

- Matrix report
- Copies of job descriptions

Department Review Process

- Identify staff in the matrix report that appear to be in a position for which they do not have the appropriate certification.
- Reconcile matrix report information with local job description and staffing information, identifying data entry errors versus cases in which appropriate certification is not held for the given role in the district.

Verification of Indicator Compliance

If the district demonstrates that 95% of staff have an approved job description and appropriate certification for their assignment, then points will be awarded.

Personnel—Indicator 4d

The district board of education has ensured the following staffing practices are followed:

Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.

Points: 5

Purpose

To verify that the district maintains accurate attendance records, analyzes the records to determine patterns of absenteeism by date and type and addresses identified issues in accordance with staff attendance policies.

Documentation for Verification

This indicator is monitored remotely.

- District attendance file or log for all certificated staff;
- Analysis of staff attendance files by date and type of absence;
- Board policy regarding staff attendance; and,
- Evidence of addressing identified patterns of absenteeism.

Department Review Process

- Review district attendance file or log to ensure it contains data for each certificated staff person.
- Verify that attendance records include type and date of absenteeism.
- Review attendance/absenteeism pattern analysis.
- Verify that the district addressed identified attendance issues.

Verification of Indicator Compliance

If the district shows that accurate teacher attendance records, including date and type of each absence, are maintained, analyzed and identified issues are addressed in accordance with district board of education-approved staff attendance policies, then points will be awarded.

Personnel—Indicator 4e

The district board of education has ensured the following staffing practices are followed:

The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)

Points: 2

Purpose

To ensure that districts are tracking the length of service of qualified substitute teachers and appropriately placing them during the absence of a regular teacher.

Documentation for Verification

This indicator is monitored remotely.

Substitute employment file, tracking length of service and placement as a substitute teacher found in the Position Control Roster (PCR).

Department Review Process

Review the substitute employment file from the PCR.

Verification of Indicator Compliance

If the district demonstrates that the length of service for substitute teachers is tracked and the placement of substitute teachers is appropriate, then points will be awarded.

Personnel—Indicator 5a

The position control roster: (N.J.A.C. 6A:23A-6.8):

Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education).

Points: 6

Purpose

To verify the district has files for each district position that contains:

- Position control number;
- Full Time Equivalent (FTE);
- Status of position, including date posted and filled or abolished, as applicable; and,
- The following information about the employee filling the position:
    - Name;
    - Compensation, including base salary, step, longevity, guide status, stipend, overtime;
    - Benefits including FICA, Medicare;
    - Retirement/non-renewal status and associated costs (if applicable); and,
    - Substitute teacher status.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process. If the review is separate from the budget review process, then the district will provide:

- The PCR containing the job code report, salary guide and payroll register;
- In Homeroom, a FICA system for certificated staff;
- In Homeroom, a FICA district 941 report for non-certificated staff; and,
- A benefit cost analysis in the PCR or in other documentation provided by the district.

Department Review Process

- Review PCR to verify the inclusion of the job code report, salary guide, payroll register and benefit cost analysis.
- Review Homeroom for the FICA system for certificated staff and the FICA district 941 report for non-certificated staff.

Note: This review may be completed at the time of budget review to determine completeness.

Verification of Indicator Compliance

If the PCR contains a job code report, salary guide, payroll register and benefit cost analysis, and Homeroom contains the FICA system for certificated staff and the FICA district 941 report for non-certificated staff, then points will be awarded.

Personnel—Indicator 5b

The position control roster (N.J.A.C. 6A:23A-6.8): Is accurate and up to date.

Points: 5

Purpose

To review that the district's PCR is accurate and up-to-date, including a verification of the following:

- There are no duplicate names, which demonstrates that the same person is not inadvertently filling two positions;
- There are no duplicate positions, with the exception of part-time shared positions; and,
- Resignations/terminations are appropriately reflected in district Homeroom records/systems.
- Paraprofessional staff are employed in accordance with state statue and regulation (N.J.A.C. 6A:32-4).

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process. If the review is separate from the budget review process, then the district will provide:

- Job code report in the PCR;
- District board of education minutes or resolutions listing any staff resignations/terminations, as compared with the district's Homeroom records/systems; and
- A list of all paraprofessional (school aide) employees and their titles;
- Additionally, job descriptions for all special education classroom aide employees must be submitted upon creation to the County Office of Education for approval by the Executive County Superintendent (ECS). Note, any time a job description is changed, the updated description must be transmitted to the County Office of Education for approval.

Department Review Process

- Review the job code report in the PCR to verify that there are no duplicate names or positions.
- Review the district board of education minutes/resolutions and verify that all resignations/terminations are reflected in the district's Homeroom records/systems.
- Review of job descriptions for all special education classroom aide employees must be submitted upon creation to the County Office of Education for approval by the Executive County Superintendent (ECS).

Verification of Indicator Compliance

If the job code report in the PCR is updated, there are no duplicate names or positions and the district board of education minutes/resolutions reflecting resignations/terminations are consistent with the information reported in the district's Homeroom records/systems, and the completed Paraprofessional Staff SOA is submitted by January 31, 2024, then points are awarded.

Note: This review may be completed at the time of budget review to determine completeness.

Personnel—Indicator 5c

The position control roster: (N.J.A.C. 6A:23A-6.8):

Reconciles with the budget.

Points: 4

Purpose

To verify that the PCR reconciles with the budget.

Documentation for Verification

This indicator is monitored remotely. The county office will determine if the indicator is reviewed during the budget review process or separate from the budget review process. If the review is separate from the budget review process, then the district will provide:

- Approved budget
- PCR

Department Review Process

Determine whether the position control fields and the associated position information in the PCR match the district's budget documents.

Verification of Indicator Compliance

If the PCR reconciles with the budget, then points will be awarded.

Note: This review may be completed at the time of budget review to determine completeness.

Personnel—Indicator 6

Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with N.J.A.C. 6A:10 and result in:

a. Professional practices aligned with goal-setting procedures (N.J.A.C. 6A:10-4.2 and 5.2).

b. Supervisory feedback that is timely, targeted, and actionable (N.J.A.C. 6A:10-2.4, 2.5 and 4.4 and 5.4).

Points: 5

Purpose

- To verify documentation and evaluation of administrator practices indicates that supervision is occurring.
    - SGOs that are based on student learning data, aligned to state learning standards, based on growth and/or achievement and involved consultation between supervisors and teachers; and,
    - Administrator goals that are based on student growth and/or achievement data, include a significant number of students within the school and involved consultation between a supervisor and principal.
- To verify that supervisory feedback is:
    - Timely (contained in a post-observation report and delivered within 15 working days of the observation).
    - Targeted (connected to evidence provided in the report); and,
    - Actionable (practical and can lead to a change in practice).

Documentation for Verification

This indicator is monitored remotely.

Samples of the following documentation from the current or previous school year, including the appropriate signatures (which may be electronic):

- SGOs
- Administrator goals
- Observation report excerpts showing feedback provided

Department Review Process

- Review goals to verify that:
    - SGO and administrator goals are based on student learning data, aligned to state learning standards, based on growth and/or achievement and involved consultation between supervisor and teacher; and,
    - Administrator goals are based on student growth and/or achievement data, include a significant number of students within the school and involved consultation between a supervisor and principal.

- Verify that post-observation reports contain feedback that is:
    - Timely (contained in a post observation report and delivered within 15 working days of the observation);
    - Targeted (connected to evidence provided in the report); and,
    - Actionable (practical and can lead to a change in practice).

Verification of Indicator Compliance

If supervision processes are occurring that result in compliant goal-setting procedures and supervisory feedback is timely, targeted and actionable, then points will be awarded.

The NJQSAC District Improvement Plan (DIP) Process

Overview

N.J.A.C. 6A:30-5.4

"District improvement plan" means a plan developed in collaboration with the Department by a school district that fails to satisfy at least 80 percent of the weighted quality performance indicators in any of the five key components of school district effectiveness. The district improvement plan addresses critical areas of need identified through the comprehensive review.

District Improvement Plan

- Each school district that satisfies less than 80 percent of the weighted quality performance indicators in one or more of the five components of school district effectiveness shall be required to develop and submit a DIP to address the area(s) of deficiency and limited capacity identified through the comprehensive review and in-depth evaluation, if applicable.
- The DIP shall be data driven and results oriented and shall outline strategies for building capacity of the school district and its schools to improve learning and teaching.
- The DIP shall identify specific areas of strength and weakness in addressing all methods employed by the school district to improve student achievement, increase school district capacity, and improve performance in each applicable component of school district effectiveness.
- The DIP also shall incorporate the content and requirements of improvement or corrective action plans required by other State or Federal programs.
- The DIP shall be informed by data generated by the Department, the school district, and any individual school improvement planning process that may have occurred.
- The DIP shall consist of districtwide goals and measurable objectives that describe the structural, policy, programmatic, or organizational changes to be implemented.
- The DIP shall identify the individual(s) responsible for addressing each area and shall specify timelines for each goal's completion.
- The DIP shall include, but not be limited to, the following elements:
    - School-level planning objectives toward ensuring a thorough and efficient education;
    - Evidence-based strategies for improvement to address all critical areas of need for the school district identified by the findings of the in-depth evaluation report, if applicable, and the comprehensive review; and
    - Identification of the assistance required to implement improvement strategies with budgetary considerations identified.
- The school district also shall ensure the DIP is aligned with and incorporates or references the relevant provisions of all applicable State and Federal plans.

District Responsibilities to District Improvement Plan Process

- The DIP shall be developed by an in-district team established by the CSA. This in-district team shall, at a minimum, consist of school district administrators; school district or school personnel with experience in one or more of the areas of school district effectiveness; school administrative personnel from a representative sample of the schools in the school district; instructional staff; member representatives of the local collective bargaining unit of the educational staff selected by the local collective bargaining unit; and one or more representatives of the district board of education selected by the district board of education. The district may reassemble the district NJQSAC self-assessment committee with the same representation as the original committee.
- When requested by the CSA, the Department may provide the in-district team with technical assistance needed to develop the DIP. The Department shall determine the type of technical assistance to be provided in collaboration with the school district.
- The in-district team shall complete the DIP.

District Improvement Plan (DIP)—Six Step Process

Department has provided a DIP template for the district to enter its plan goals, evidence-based strategies and outcomes.

Step 1: Indicators

Enter the DPR section (I&P, Fiscal, Operations, Personnel, Governance) and the indicator number (e.g.: I&P-1).

Step 2: Goals

Establish goals that are specific, measurable, attainable, realistic, and timely (SMART) for each indicator.

Step 3: Strategies and Budgetary Resources (if applicable)

- Identify the evidence-based strategies that will be used to meet the indicator requirements.
- Use bullets and be concise with wording. The work of the committee should be focused on coming to a consensus about the evidence-based strategies and the impact these strategies will have in accomplishing the goal. The work of the committee should be documented through periodic submission of committee reports to the district board of education and noted in district board minutes as applicable.
- If the district has completed the work to meet the indicator requirements prior to submission of the DIP, list the actions that have taken place and the dates of completion.
- If attainment of one indicator is tied to another indicator, state: once the first indicator is met, it is anticipated that the second one will also be met.
- If budgetary resources are needed to conduct the evidence-based strategies, provide a brief description of the anticipated amount and the funding source to be used.

Step 4

Identify the job title (not the individual's name) of the staff responsible for guiding, overseeing, or accomplishing the strategies to meet the indicator requirements.

Step 5: Timeline

Establish realistic dates for implementation and completion of goals. Interim dates may be necessary for goals that have several strategies.

Step 6: Evidence of Completion

Identify the data that the district will use to self-assess the indicator requirements have been met. In other words, identify what the district will do to demonstrate compliance.

- The CSA shall obtain district board of education approval for the proposed DIP within 60 days of the school district's receipt of the NJQSAC placement letter.
- Electronic versions of all plans should be completed on the DIP tab of the DPR document and submitted by the date indicated in the district's placement letter to your county office and copied to the Department via qsac@doe.nj.gov. Copies submitted via regular mail are not necessary since all files are maintained electronically.
- If the Department did not conduct an in-depth evaluation of the school district, the CSA shall submit to the Department via the NJQSAC email address (qsac@doe.nj.gov) the proposed DIP, as approved by the district board of education, within 60 days of the final determination of the school district's placement on the performance continuum, as set forth at N.J.A.C. 6A:30-4.1(f).
- Failure by a school district to submit a DIP in accordance with N.J.A.C. 6A:30-5.4 and (a) above may result in the withholding of State aid, pursuant to N.J.S.A. 18A:55-2, or, in appropriate circumstances, the initiation of intervention activities as set forth at N.J.A.C. 6A:30-6.2.
- A school district shall implement its district improvement plan promptly upon Commissioner approval of the plan.

Note: Department will evaluate the list of goals and strategies to determine the appropriateness and likelihood of meeting the indicator requirements within the identified timelines.

Department of Education Responsibilities

N.J.A.C. 6A:30-5.5

- The Department staff shall review the proposed DIP to ensure it addresses all areas identified in the comprehensive review and the in-depth evaluation, if applicable.
- The Department shall ensure the plan contains measurable and attainable evidence-based objectives and strategies for achieving improvement, developing local capacity, and improving school district effectiveness in each identified area(s) of deficiency.
- The Department staff shall propose revisions or approve the DIP if all components of the plan are present and meets all requirements. The district will be notified in writing of revisions or approval within 30 days of receipt of the DIP.
- Every six months, the Department (County Office staff) shall review the school district's progress in implementing the DIP.

- Each six-month review also shall include an on-site visit at which time the Department (County Office) may receive input from members of the in-district team responsible for developing the DIP and others as determined appropriate by Department staff.
- The Department (County Office) shall score all indicators of the reviewed DPR section. The district will receive a score of "1" if it has met the indicator requirements.
- The Department (County Office) shall submit the results of the interim review to the NJQSAC coordinator at, qsac@doe.nj.gov.
- The Division of Field Support and Services will evaluate the results of the interim review and issue an updated NJQSAC placement letter, with revised DPR scores as appropriate. Based on the six-month review:
    - If the Commissioner determines the school district satisfies 80 to 100 percent of the weighted quality performance indicators in each of the five components of school district effectiveness:
        - The Commissioner shall recommend for certification to the State Board of Education that the school district be designated as high performing.
        - The six-month reviews of the school district shall cease.
    - If the Commissioner determines the school district does not satisfy at least 80 percent of the weighted quality performance indicators in each of the five components of school district effectiveness, the Department shall:
        - Issue a letter detailing the area(s) in which the school district continues to need improvement;
        - Ensure the school district continues to receive appropriate technical assistance, if applicable; and
        - Continue to monitor the school district's progress at the six-month review.
- The results of the Department (County Office) review (DPR Excel file with scores) will also be provided to the district.

Questions about the DIP process should be directed to your executive county superintendent or to the NJQSAC coordinator, at qsac@doe.nj.gov.

NJQSAC Academic Progress Score Conversion Chart

Median Student Growth Percentile is one of many evaluation components in the New Jersey Quality Single Accountability Continuum (NJQSAC). This approach is similar to the mSGP conversion method used in the AchieveNJ system, although the scale and point allocation differ in the NJQSAC application to account for NJQSAC Academic Progress Score distribution properties (i.e., mSGP distribution properties at the school district level).

The NJQSAC Academic Progress Score (calculated based on the methodology in the NJQSAC User Manual) is converted to the NJQSAC Points Multiplier using the following table, below.

The number of NJQSAC points earned is determined by applying the NJQSAC Points Multiplier to the maximum value of the indicator. These points are included with other components to tabulate the final rating for the Instruction and Program Indicator.

To promote transparency and an understanding of how districts earn NJQSAC points, the Department has provided the following chart.

NJQSAC Academic Progress Scores with Points Multipliers

NJQSAC Academic Progress Score	NJQSAC Points Multiplier
0 to 21	0.20
22 to 23	0.24
24 to 25	0.28
26 to 27	0.32
28 to 29	0.36
30 to 31	0.40
32 to 33	0.44
34 to 35	0.48
36 to 37	0.52
38 to 39	0.56
40 to 41	0.60
42 to 43	0.64
44 to 45	0.68
46 to 47	0.72
48 to 49	0.76
50 to 51	0.80
52 to 53	0.82
54 to 55	0.84
56 to 57	0.86
58 to 59	0.88
60 to 61	0.90
62 to 63	0.92
64 to 65	0.94

NJQSAC Academic Progress Score	NJQSAC Points Multiplier
66 to 67	0.96
68 to 69	0.98
70 to 99	1.00

The Five DPR Areas of NJQSAC

Glossary

Glossary of Terms

Citation	Term	Definition
N.J.A.C. 6A:8-1.3	21st Century themes and skills	Themes such as global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativityand innovation, critical thinking and problem solving, and 14 communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.
N.J.A.C. 6A:8-1.3	Alternative assessment for students with disabilities	The alternative assessment used to determine cumulative student achievement of the knowledge and skills specified by the New Jersey Student Learning Standards for students with disabilities who are unable to participate in the Statewide assessment system.
N.J.A.C. 6A:8-1.3	Assessment	A State-developed or State-approved standardized instrument or process that measures student performance levels on the New Jersey Student Learning Standards.
20 U.S.C. §1401(2)	Assistive technology device	Any item, or piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. (Source: 20 U.S.C. §1401(1)

Citation	Term	Definition
20 U.S.C. §1401(2)	Assistive technology service	A service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. (Source: 20 U.S.C. §1401(2))
Career Readiness, Life Literacies, and Key Skills Practices	Career Readiness, Life Literacies, and Key Skills Practices	These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
ESSA	Digital learning	Any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices, including: (A). Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (B). access to online databases and other primary source documents; (C). the use of data and information to personalize learning and provide targeted supplementary instruction; (D). online and computer-based assessments; (E). learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (F). hybrid or blended learning, which occurs during direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path or pace; and (G). access to online course opportunities for students in rural or remote areas.
(Personnel)	Evaluation	An appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.
N.J.A.C. 6A:8-1.3	Interdisciplinary Connections	Integrating NJSLS and skills from one or more content areas into instruction and assessment of another content area.

Citation	Term	Definition
ESSA State Plan	Measure for school quality	Chronic absenteeism, 10%; excused versus unexcused.
N.J.A.C. 6A:8-1.3	New Jersey Student Learning Standards (NJSLS)	Standards adopted by the State Board of Education on May 1, 1996, and as thereafter revised by the State Board, and the Common Core State Standards adopted by the State Board on June 16, 2010, and as thereafter revised by the State Board, that describe the knowledge and skills all New Jersey students are expected to acquire by benchmark grades in the following areas: • English language arts; • mathematics; • science; • social studies; • visual and performing arts; • comprehensive health and physical education; • world languages; • technology; and, • 21st career life and careers. The standards are established for the provision of a thorough and efficient education pursuant to N.J.S.A 18A:7F-46 and as a basis for the evaluation of school districts in accordance with *N.J.A.C.* 6A:30.
N.J.A.C. 6A:9-2.1	Observation	A method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement.
N.J.A.C. 6A:9-2.1	Observation	A method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement.

Citation	Term	Definition
N.J.A.C. 6A:8-1.3	Pacing Guide	A schedule that includes aligned concepts, topics and skills related to a particular curriculum to be addressed over a defined period of time. It is not a prescriptive, lock- step set of lesson plans that impede an educator's ability to exercise flexibility in meeting students' learning needs.
N.J.A.C. 6A:8-1.3	Portfolio appeals process	An alternative assessment of proficiency for graduation established by the Commissioner, utilizing techniques and instruments other than PARCC assessments or substitute competency tests.
N.J.A.C. 6A:10-3.2	ScIP	School Improvement Panel responsibilities: A.) The School Improvement Panel shall: 1. Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2 and support the implementation of the school district mentoring plan; 2. Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4; 3. Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and 4. Identify professional development opportunities for all teaching staff members based on the review of aggregate school-level data, including, but not limited to, educator evaluation and student performance data to support school-level professional development plans described in N.J.A.C.6A:9C-4.2. (B). To conduct observations for the purpose of evaluation, the teacher member shall have: 1. Agreement of the majority representative; 2. An appropriate supervisory certificate; and 3. Approval of the principal who supervises the teacher being observed. (C). The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A: 9C-5.2(a)3.

Citation	Term	Definition
SMART Goals	SMART Goals	An acronym referencing the management approach to goal setting developed by Doran, Miller, and Cunningham (1981), these are goals that are specific, measurable, attainable, relevant and time-sensitive.
N.J.A.C. 6A:10-1.2	Student growth objective	An academic goal that teachers and designated supervisors set for groups of students.
N.J.A.C. 6A:10-1.2	Student growth percentile	A specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.
ESSA	Subgroup	• American Indian or Alaska Native • Asian, Native Hawaiian/Other Pacific Islander • Black or African American • Hispanic/Latino • White • Two or more races
N.J.A.C. 6A:10-1.2	Teacher	A teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the State Board of Examiners and is assigned a class roster of students for at least one particular course.
N.J.A.C. 6A:10-1.2	Teaching Staff Member	A member of the professional staff of any district or regional board of education, or any county vocational school district board of education, holding office, position or employment of such character that the qualifications for such office, position or employment require him or her to hold a valid, effective and appropriate standard, provisional or emergency certificate issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under: 1. An instructional certificate; 2. An administrative certificate; and 3. An educational services certificate.

Resources

Asian Americans and Pacific Islanders (AAPI) Mandate Support Document (I&P Indicator 12)

Section 18A:35-4.44: History and Contributions of Asian American and Pacific Islanders in Social Studies
NJ Rev Stat § 18A:35-4.44

A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders (AAPI)* in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards for Social Studies.

AAPI does not refer to a single ethnicity, but it is a general term used to reference all peoples and cultures from the correlating geographic region, composing of over 50 ethnic groups in more than 40 countries. Each culture is uniquely different and have various perspectives and histories living in the United States. When including AAPI history and contributions into the K–12 social studies curriculum, individual cultural identities should be acknowledged and recognized. Districts should contain references to numerous AAPI corelating identities.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of the inclusion of resources and primary sources that highlight the stories and histories of AAPI individuals. Districts may use existing New Jersey Student Learning Standards for Social Studies (NJSLS-SS) as shown below to support the implementation of the mandate. The performance expectations are cited as examples and do not represent the only performance expectations that may be used to support AAPI education.

Look Fors in Elementary School (Grades K–5)

Units and/or lessons including the following content/themes:

- Highlight cultural traditions of various AAPI ethnicities (6.1.2.HistorySE.1)
- Incorporate stories of AAPI individuals (6.1.2.HistoryUP.2; 6.1.2.HistoryUP.3)
- Reference monuments that feature the contributions of AAPI individuals (6.1.5.CivicsCM.1)
- Discuss different AAPI communities throughout New Jersey and the various experiences of AAPI individual with varying cultural backgrounds (6.1.5.HistoryCC.2)
- Contributions AAPI individuals locally and throughout New Jersey (6.1.5.CivicsCM.5; 6.1.5.EconNE.4)
- AAPI immigration in early America (6.1.5.GeoPP.6)

Look Fors in Middle School (Grades 6–8)

Units and/or lessons including the following content/themes:

- Reasons for AAPI immigration to the US throughout history (6.1.8.HistoryCC.4.d)
- Legislation and supreme court cases that demonstrate the triumphs and struggles of AAPI individuals (6.3.8.CivicsDP.3)
- Presence and role of AAPI individuals and communities throughout United States history

Look Fors in Middle School (Grades 9–12)

Units and/or lessons including the following content/themes:

- Highlight the struggles and triumphs of various AAPI communities throughout US History
- Feature legislation that restricted and promoted the rights of AAPI individuals
- Supreme court cases that fought for equality for AAPI individuals
- Primary sources sharing AAPI perspectives throughout US History

Performance expectations that reference the inclusion of AAPI stories:

- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). (1801–1861)
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration. (1801–1861)
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. (1929–1945)
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (1929–1945)

Process for Supporting Districts

The following websites provide an abundance of resources to assist districts in identifying content and resources to include AAPI histories in the K–12 social studies curriculum. They are not the only websites and/or resources that may be used to support the AAPI legislation.

- Smithsonian Asian Pacific American Center
- Teach Asian American Stories
- The Asian American Education Project

Note: This legislation asks districts to increase their inclusion of AAPI histories. In order for districts to meet the mandate, the curriculum should go beyond the typical references of: Angel Island, transcontinental

railroad, Chinese Exclusion Act, and Japanese American internment camps. In addition, there should be references and representatives from a variety of AAPI communities, including, but not limited to: Chinese, Indian, Japanese, Filipino, Vietnamese, Korean, Hawaiian, and other Asian and Pacific Islander ancestries.

Amistad Mandate Support Document (I&P Indicators 9–15)

Section 18A:35-4.43: Infusion of African American accomplishments into school curricula
NJ Rev Stat § 18A:35-4.43

a. Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

b. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of units, lessons, guest speakers, assemblies and special events. Evidence of African American instruction may be demonstrated in any content area and is not restricted to the content/themes listed. Districts may use existing New Jersey Student Learning Standards (NJSLS) as shown below to support their implementation of the mandate. The performance expectations are cited as examples and do not represent the only performance expectations that may be used to support African American education.

Look Fors in Early Elementary School (Grades K–2)

Units and/or lessons related to the following content/themes:

- Juneteenth, Kwanzaa, MLK Day (6.1.2.CivicDP.3)
- Children’s books featuring famous African Americans, African American culture and/or characters (6.1.2.HistorySE.1)
- Stereotyping and prejudice (6.1.2.HistoryUP.2)

Look Fors in Upper Elementary School (Grades 3–5)

Units and/or lessons including African American in addressing the following performance expectations:

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Look Fors in Middle School (Grades 6–8)

Units and/or lessons addressing the following performance expectations:

- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. (1754-1820s)
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. (1754–1820s)
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. (1754–1820s)
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. (1801–1861)
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. (1801–1861)
- 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. (1801–1861)
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. (1850–1877)
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. (1850–1877)

Look Fors in High School (Grades 9–12)

Units and/or lessons addressing the following performance expectations:

- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. (1754–1820s)
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). (1801–1861)
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. (1850–1877)
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. (1850–1877)
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. (1890-1930)
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. (1890–1930)
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. (1890–1930)
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (1929–1945)
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
  (1945–early 1970s)

Process for Supporting Districts

The Amistad Commission provides curriculum, professional development and resources to districts. If a district is struggling to meet the Amistad Mandate, it is recommended that they are referred to the Amistad Commission for additional support. For additional questions or concerns, please contact the Amistad Commission at amistad@doe.nj.gov.

If a district fails to meet the Amistad Mandate, the Amistad Commission will be notified. The Amistad Commission will reach out to the district and offer to develop and implement a corrective action plan with the district so that they may meet the mandate.

Career Readiness, Life Literacies & Key Skills (Standard 9) Support Document (I&P Indicators 9–15)

These tables may be utilized to identify areas in which the following standards and supporting performance expectations are integrated in the K–12 Curricula.

Legislative Mandate: Financial Literacy in Middle School

(N.J.S.A. 18A:35-4.34)

9.1 Personal Financial Literacy

K–2	3–5	6–8	9–12
Grade(s): Location in curriculum: Integrated or separate course (circle one) References 9 performance expectations (9.1.2)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 17 performance expectations (9.1.5)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 44 performance expectations (9.1.8)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 55 performance expectations (9.1.12)

1. The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making. The instruction shall meet the requirements established by the State board and shall:
    a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
    b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

9.2 Career Awareness, Exploration, Preparation and Training

K–2	3–5	6–8	9–12
Grade(s): Location in curriculum: Integrated or separate course (circle one) References 4 performance expectations (9.2.2)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 9 performance expectations (9.2.5)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 20 performance expectations (9.2.8)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 23 performance expectations (9.2.12)

The following related disciplinary concepts and content are covered in 9.4: Creativity and Innovation, Critical Thinking and Problem-Solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, and Technology Literacy.

9.4 Life Literacies and Key Skills

K–2	3–5	6–8	9–12
Grade(s): Location in curriculum: Integrated or separate course (circle one) References 24 performance expectations (9.4.2)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 29 performance expectations (9.4.5)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 38 performance expectations (9.4.8)	Grade(s): Location in curriculum: Integrated or separate course (circle one) References 29 performance expectations (9.4.12)

Comprehensive Health and Physical Education Support Document (I&P Indicator 14)

The following information highlights features of a K–12 health and physical education curriculum that would demonstrate compliance with the 2020 New Jersey Student Learning Standards-Comprehensive Health and Physical Education (NJSLS-CHPE). The curriculum should be reflective of the legislative mandates, content, and practices identified in the NJSLS-CHPE.

Time Devoted to Courses in Comprehensive Health, Safety, and Physical Education

(N.J.S.A. 18A: 35-8)

Such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

K–12 Comprehensive Health and Physical Education Practices

The following habits of the mind and skill requisition are embedded throughout the NJSLS-CHPE and should be identifiable throughout the K–12 curriculum. Implementation of the Practices may be observed in connection with unit topics, lessons, and assessments.

- Acting as a responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social, and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Common Errors in CHPE Implementation

Health, Safety, and Physical Education are required by law, and a graduation requirement in grades 9-12 therefore classes may not be substituted. The following is evidence of non-compliance:

- Substituting/Utilizing recess or “brain breaks” for health and physical education.
- Substituting/Utilizing ROTC, Dance, and/or Athletics for Health and Physical Education.
- Lacking a coherent K–12 CHPE curriculum that includes all of the disciplinary concepts, core ideas, and performance expectations.

Note: There are no substitutes for Health, Safety, and Physical Education.

Curriculum Best Practices

Grade Band	Evidence of Non-Compliance
K–2	• The curriculum is not present for all grades and disciplinary concepts. • Substituting recess for health and physical education. • Substituting brain breaks for health and physical education. • Structured recess is not physical education. • Not aligning objectives to disciplinary concepts and core ideas.
3–5	• The Curriculum is not present for all grades and all disciplinary concepts. • Substituting recess for health and physical education. • Not aligning objectives to disciplinary concepts and core ideas. • Structured recess is not physical education.
6–8	• The curriculum is not present for all grades and disciplinary concepts. • Not aligning objectives to disciplinary concepts and core ideas. • Substituting ROT, Dance, and Athletics for Health, Safety, and Physical Education.
9–12	• The curriculum is not present for all grades and disciplinary concepts. • Not aligning objectives to disciplinary concepts and core ideas. • Substituting ROTC, Dance, and Athletics for Health, Safety, and Physical Education.

Characteristics of an Effective Health Curriculum

K–12 Effective Health Curriculum:

- Is research-based, theory-driven, and data-driven.
- Provides age-appropriate and developmentally appropriate relevant information, learning strategies, teaching methods, and materials.
- A sequential, comprehensive, and planned K–12 document.
- Standards based aligned with clear state and district health goals related to behavioral outcomes.
- Meets legislation and provides adequate time for instruction and learning (150 minutes a week).
- Teaching functional, health information -essential knowledge.
- Develops and builds essential skill-based/habits of mind and includes a progression of rigor and multiple opportunities for practicing health-related skills.
- Incorporates diverse culturally responsive, equitable, and inclusive learning strategies and teaching methods for all students (IEPs)/any special accommodations a student needs.
- Address personal values and beliefs that support healthy behaviors.
- Provides opportunities to make positive connections with influential members of society.
- Focuses on reinforcing protective factors and increases percepts of personal risk and engaging in unhealthy behaviors.
- Address social pressures and influences.

References

CDC (2021). *Characteristics of Effective Health Education Curriculum*. Centers for Disease Control and Prevention Healthy Schools. Retrieved November 28, 2023, from cdc.gov/healthyschools/sher/characteristics/index.htm

SHAPE America. (2019). The essential components of health education. Reston, VA: Author

Legislative Mandates

The 2020 NJSLS for Comprehensive Health and Physical Education was designed to incorporate the requirements articulated in the various legislative mandates. The following table identifies the performance expectations in alignment with the specific legislation listed in alphabetical order.

Time devoted to the courses in Comprehensive Health, Safety, and Physical Education (N.J.S.A. 18A: 35-5). Requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety, and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and Departments. (N.J.S.A. 18A: 35-7). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week (N.J.S.A. 18A: 35-8). By teaching the identified performance expectations and corresponding core ideas and disciplinary concepts districts may demonstrate that they have met the legislative mandate.

Legislative Mandates and Corresponding Grade Band Performance Expectations

Legislation	K–2	3–5	6–8	9–12
Accident and Fire Prevention (N.J.S.A. 18A:6-2) Grades K–12	2.1.2.EH.2 2.1.2.EH.3 2.1.2.EH.5 2.1.2.CHSS.3 2.2.2.MSC.1 2.3.2. PS.3 2.3.2. PS.4	2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHSS.1 2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.4	2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.1 2.1.8.CHSS.8 2.3.8.PS.1	2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.5 2.1.12.CHSS.6 2.3.12.PS.1 2.3.12.PS.9
Breast Self-Examination (*N.J.S.A.* 18A:35-5.4) Grades 7–12	N/A	N/A	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.EH.2 2.1.8.CHSS.1 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.HCDM.6 2.3.8.HCDM.7 2.2.8.LF.2 2.2.8.N.1	2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.3 2.1.12.CHSS.2 2.1.12.CHSS.5 2.1.12.CHSS.9 2.2.12.LF.3 2.2.12.N.5 2.3.12.HCDM.1 2.3.12.HCDM.4 2.3.12.HCDM.5

Legislation	K–2	3–5	6–8	9–12
Bullying Prevention Programs (N.J.S.A. 18A:37- 17) Grades K–12, and District	2.1.2.EH.1 2.1.2.EH.3 2.1.2.EH.5 2.1.2.SSH.5-9 2.1.2.CHSS.6 2.3.2.PS.8	2.1.5.PGD.3 2.1.5.EH.1 2.1.5.EH.4 2.1.5.SSH.3 2.1.5.SSH.7 2.1.5.CHSS.1 2.1.5.CHSS.3 2.2.5.PF.2 2.3.5.PS.4/5	2.1.8.EH.1 2.1.8.SSH.3 2.1.8.CHSS.6/8 2.2.8.MSC.5/7 2.3.8.PS.7	2.1.12.EH.3 2.1.12.EH.4 2.1.12.SSH.5 2.1.12.CHSS.7 2.1.12.CHSS.9 2.2.12.PF.2 2.2.12.LF.4 2.3.12.PS.1 2.3.12.PS.8/9
Cancer Awareness (N.J.S.A. 18A:40-33) Grade K–12, District	2.1.2.PGD.3 2.1.2.CHSS.5 2.1.2.CHSS.6	2.1.5.PGD.1 2.1.5.EH.4 2.1.5.CHSS.3 2.2.5.LF.5 2.3.5.ATD.1	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.CHSS.6 2.1.8.CHSS.8 2.2.8.LF.6 2.2.8.N.1 2.3.8.HCDM.3 2.3.8.HCDM.6 2.3.8.HCDM.7 2.3.8.ATD.1	2.1.12.PGD.1 2.1.12.EH.4 2.1.12.CHSS.2 2.1.12.CHSS.7 2.2.12.N.5 2.3.12.HCDM.1 2.3.12.HCDM.4 2.3.12.ATD.3
Consent (*N.J.S.A.* 18A:35) Grade 6–12	N/A	N/A	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.4 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7 2.3.8.ATD.2	2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.9 2.3.12.ATD.1
CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Grade 9–12	N/A	N/A	N/A	2.1.12.CHSS.5 2.1.12.CHSS.6 2.2.12.LF.8 2.3.12.HCDM.4

Legislation	K–2	3–5	6–8	9–12
Dating Violence Education (*N.J.S.A.* 18A:35-4.23a.) Grades 7–12	N/A	N/A	2.1.8.EH.1 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.6 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.5 2.3.8.PS.4 2.3.8.PS.7	2.1.12.EH.3 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.1 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.8
Domestic Violence Education (N.J.S.A. 18A:35-4.23) K–12, District	2.1.2.SSH.5 2.1.2.SSH.7 2.1.2.CHSS.3 2.1.2.CHSS.6 2.3.2.PS.5 2.3.2.PS.6 2.3.2.DSDT.1	2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.1 2.3.5.PS.6 2.3.5.ATD.3	2.1.8.EH.1 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.6 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.5 2.3.8.PS.4 2.3.8.PS.7	2.1.12.EH.3 2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.1 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.8
Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (*N.J.S.A.* 18A:40A-1) Grades K–12	2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5	2.1.8.PGD.4 2.1.8.CHSS.6 2.3.8.ATD.1-5 2.3.8.DSDT.1-5	2.1.12.EH.3 2.1.12.CHSS.1 2.3.12.PS.3 2.3.12.PS.4 2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5

Legislation	K–2	3–5	6–8	9–12
Gang Violence Prevention (N.J.S.A. 18A:35-4.26) Grades Elementary	2.1.2.SSH.8 2.1.2.SSH.9 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.8	2.1.5.EH.1 2.1.5.SSH.4 2.1.5.SSH.7 2.1.5.CHSS.1 2.3.5.PS.1 2.3.5.PS.5	N/A	N/A
Grief Instruction N.J.S.A. 18A:35-4.45 Grades 6–12	N/A	N/A	2.1.8.EH.1 2.1.8.SSH.6 2.1.8.CHSS.1 2.2.8.LF.4 2.3.8.DSDT.1	2.1.12.PGD.1 2.1.12.PP.5 2.1.12.PP.6 2.1.12.EH.3 2.1.12.EH.4 2.1.12. CHSS.3 2.1.12.CHSS.9 2.2.12.LF.3 2.3.12.PS.9
Lyme Disease Prevention (*N.J.S.A.* 18A:35-5.1) Grades K–12	2.1.2.PGD.3 2.1.2.CHSS.1 2.3.2.PS.1 2.3.2.PS.2 2.3.2.HCDM.3	2.1.5.CHSS.1 2.2.5.LF.5 2.3.5.PS.1 2.3.5.HCDM.2	2.1.8.CHSS.6 2.1.8.CHSS.7 2.2.8.LF.6 2.3.8.HCDM.6 2.3.8.HCDM.7	2.1.12.CHSS.7 2.1.12.CHSS.8 2.2.12.LF.7 .3.12.HCDM.5
Mental Health (*N.J.S.A.* 18A:35-4.39) Grades K–12	2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5 2.1.2.CHSS.1 2.1.2.CHSS.2 2.2.2.PF.1 2.2.2.LF.1 2.3.2.PS.7 2.3.2.DSDT.1	2.1.5.PGD.1 2.1.5.PGD.3 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHSS.1 2.1.5.CHSS.3 2.2.5.N.1 2.2.5.PF.1 2.3.5.HCDM.3 2.3.5.ATD.2	2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2 2.1.8.SSH.6 2.1.8.CHSS.1 2.1.8.CHSS.8 2.2.8.PF.1 2.2.8.N.1 2.3.8.HCDM.2 2.3.8.ATD.1 2.3.8.DSDT.3 2.3.8.DSDT.4	2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.1 2.1.12.CHSS.6 2.1.12.CHSS.9 2.2.12.PF.1 2.2.12.N.4 2.3.12.HCDM.2 2.3.12.HCDM.6 2.3.12.ATD.1 2.3.12.DSDT.1
New Jersey Safe Haven Infant Protection Act (*N.J.S.A.* 18A:35-4.40 & 18A:35-4.41) Grades 9–12	N/A	N/A	N/A	2.1.12.PP.3 2.1.12.PP.6 2.1.12.PP.7 2.1.12.EH.1 2.1.12.CHSS.3 2.1.12.CHSS.9

Legislation	K–2	3–5	6–8	9–12
Organ Donation (*N.J.S.A.* 18A:7F-4.3) Grade 9–12	N/A	N/A	N/A	2.1.12.CHSS.2 2.1.12.CHSS.7 2.2.12.PF.1 2.3.12.PS.3 2.3.12.HCDM.5
Sexting (*N.J.S.A.* 18A:35-4.33) Grades Middle School	N/A	N/A	2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.CHSS.2 2.3.8.PS.1 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7	N/A
Sexual Abuse/Assault Awareness and Prevention "Erin's Law" (*N.J.S.A.* 18A:35-4.5a.) Grades Pre-K–12	2.1.2.PGD.4 2.1.2.PGD.5 2.1.2.EH.5 2.1.2.SSH.3 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.CHSS.1 2.1.2.CHSS.3 2.1.2.CHSS.5 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8	2.1.5.EH.1 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.1 2.3.5.PS.1 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.5 2.3.5.PS.6	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.2 2.1.8.CHSS.4 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7 2.3.8.ATD.2	2.1.12.SSH.4 2.1.12.SSH.5 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.9 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.9 2.3.12.ATD.1
Suicide Prevention (N.J.S.A. 18A: 6-111)	2.3.2.PS.7 2.3.2.PS.8	2.3.5.PS.1 2.3.5.HCDM.3 2.3.5.ATD.3 2.3.5.DSDT.5	2.2.8.MSC.7 2.2.8.PF.1 2.2.8.LF.4 2.3.8.PS.1 2.3.8.PS.7 2.3.8.ATD.1 2.3.8.DSDT.3	2.2.12.PF.1 2.2.12.LF.5 2.3.12.PS.1 2.3.12.HCDM.6 2.3.12.ATD.1 2.3.12.DSDT.2 2.3.12.DSDT.5

Diversity, Equity and Inclusion Mandates Support Document (I&P Indicators 9–15)

Section 18A:35-4.35-6: History and Contributions of Individuals with Disabilities and LGBT

NJ Rev Stat § 18A:35-4.35-6 (Middle and High School Only)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of the inclusion of lessons and resources that highlight the political, economic and social contributions of persons with disabilities and LGBT individuals. Instruction may consist of units, lessons, and/or activities and shall be integrated into curriculum across various content areas and grades 6–12.

Look Fors

- Identification of grade(s) and content area(s) that content is taught related to individuals with disabilities and LGBT individuals. These may be presented separately as they are not related groups.
- List of discussed individuals and/or resources.
- Content/Themes related to:
    - Disability history in the United States
    - Activists, Artists, Celebrities, Entrepreneurs, Politicians, Inventors, Musicians, Scientists, etc.

Note

The intention of the law is to increase the representation of individuals with disabilities and LGBT individuals throughout the 6–12 curriculum highlighting their political, economic and social contributions.

Process for Supporting Districts

The Department Social Studies Legislative Mandates Frequently Asked Questions page provides resources to assist districts in identifying content and resources to include history and contributions of individuals with disabilities and LGBT individuals.

Section 18A:35-4.36a: Diversity and Inclusion Instruction

NJ Rev Stat § 18A:35-4.36a

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may coincide or overlap with a district's activities related to other related legislative mandates. Instruction may consist of units, lessons, guest speakers, assemblies and special events and shall be presented across various content areas and grades. Districts must show evidence of instructional resources that highlight each of the following categories of individuals. The examples provided in parentheses demonstrate some of the types of individuals, characters, and/or related content that may be included in instruction to foster inclusivity and diversity.

- economic diversity (For example, but not limited to homelessness, poverty, middle-class, wealthy, etc.)
- diverse race and ethnicities (For example, but not limited to African American or Black, Arabic, Asian, Indigenous Peoples, Latinx/Hispanic, Native Hawaiian or Other Pacific Islander, White, etc.)
- individuals of all abilities (For example, but not limited to individuals with varying levels of mental and physical abilities)
- individuals of all genders (For example, but not limited to female, male, non-binary, transgender, etc.) and sexual orientation (For example, but not limited to bisexual, heterosexual, homosexual, etc.)
- various religions (For example, but not limited to Buddhism, Christianity, Hindu, Judaism, Muslim, Sikhism, etc.)

Look Fors

- Identification of grade(s) and content area(s) that specific diversity, equity, and inclusion related content is taught.
- School Climate Survey and Plan.
- Diversity, Equity, and Inclusion District Plan.
- Professional development initiatives related to addressing unconscious bias, promoting equitable teaching practices, culturally responsive pedagogy and creating inclusive classroom environments.

- Resource/book lists highlighting a variety of characters, stories and contexts.
- Evidence in activities, assessments and/or resources:
    - Diverse names and socio-cultural contexts are utilized in the presentation of content.
    - Varying ethnic and cultural holidays, traditions, languages (non-English and multilingual speakers), religions, names, clothing, abilities and gender expressions are referenced in instructional materials.
    - Various populations are presented in reference to their contributions and counter stereotypes.
- The following NJSLS-CLKS highlight possible interdisciplinary connections that could support the implementation of the law:
    - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
    - 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
    - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
    - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Additional NJSLS connections may be used by districts to implement the mandate.

Note

The intention of the law is to create a safe, welcoming, and inclusive environment for all students. This may be achieved through a variety of instructional materials and curriculum that represent and reflect the diversity of the world. Efforts should span across all grade levels and content areas.

Process for Supporting Districts

The Department website provides an abundance of resources to assist districts in identifying content and resources to increase representation throughout the curriculum and creating a safe, welcoming and inclusive environment for all students.

Financial Literacy Instruction Mandate Support Document (I&P Indicators 9–15)

Section 18A:35-4.34: Financial Literacy Instruction NJ Rev Stat § 18A:35-4.34

The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Districts should use the 2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS), standard 9.1 Personal Financial Literacy (pages 27–30) By end of Grade 8 specific performance expectations, in the implementation of the law.

Look Fors in Middle School (Grades 6–8)

- Performance expectations embedded within mathematics lessons/units
- Performance expectations taught as a separate lesson/unit during a social studies class period.
    - Financial literacy instruction may only be taught within a historical context when it aligns with the intent of the law to provide students with the "basic financial literacy necessary for sound financial decision-making"
- Financial literacy quarter or semester course aligned with the NJSLS-CLKS 9.1

Process for Supporting Districts

The following websites provide an abundance of resources to assist districts in identifying content and resources to teach middle school financial literacy.

- Next Gen Personal Finance: Middle School Course
- Junior Achievement of New Jersey

Note

There must be evidence of financial literacy instruction in each grade. This may take the form of a lesson, unit and/or course. There should be clear evidence that the following topics were addressed at least once throughout grades 6 through 8: budgeting, savings, credit, debt, insurance, and investment.

Holocaust Mandate Support Document (I&P Indicators 9–15)

Section 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum NJ Rev Stat § 18a:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

The N.J. Commission on Holocaust Education recommends the infusion of the following content/themes in at least 2 places within each grade-band in order to adequately meet the Holocaust education mandate.

The following Look Fors may be used to determine if a district has met the expectations of the mandate. Instruction may consist of units, lessons, guest speakers, assemblies and special events. Evidence of Holocaust instruction may be demonstrated in any content area and is not restricted to the content/themes listed. Districts may use existing New Jersey Student Learning Standards (NJSLS) as shown below to support their implementation of the mandate. The performance expectations are cited as examples and do not represent the only performance expectations that may be used to support Holocaust education.

Look Fors in Elementary School (Grades K–5)

Units and/or lessons related to the following content/themes:

- Respecting yourself and others (2020 NJSLS-SS 6.1.2.HistoryUP.2/ 2020 NJSLS-CHPE 2.1.5.SSH.3)
- Cultural diversity and societal contributions from people of diverse backgrounds (2020 NJSLS-CLKS 9.4.2.GCA:1/ 2020 NJSLS-CHPE 2.1.5.SSH.7)
- Identity and acceptance (2020 NJSLS-SS 6.1.2.HistoryUP.3/ 6.1.5.CivicsCM.1)
- Bullying, upstanders and bystanders (2020 NSLS-CHPE 2.1.2.SSH.9/ 2020 NJSLS-SS 6.1.5.CivicsHR.4)
- Rules and processes that ensure fair treatment (2020 NJSLS-SS 6.1.2.CivicsPR.4)
- Choices and consequences
- Prejudice, discrimination and anti-Semitism (recommended only for grades 4 and above) (2020 NJSLS-SS 6.1.5.CivicsDP.2)

Look Fors in Middle School (Grades 6–8)

Units and/or lessons related to the following content/themes:

- Prejudice, discrimination and stereotyping throughout history
- Social and peer influences in decision-making
- Totalitarianism
- Propaganda related to the Nazi Party and the Holocaust
- Antisemitism today and throughout history
- Rise of the Nazi party and the Holocaust

The use of a guest speaker or assembly about the Holocaust without proper instruction related to its historical context and relevance does not meet the mandate. Typically, districts demonstrate adherence to the mandate at the middle school level in English Language Arts through a book study, such as *The Diary of Anne Frank*.

Look Fors in High School (Grades 9–12)

Instruction should relate to the Holocaust **and** additional genocides throughout history. Teaching about a genocide cannot be in place of explicit Holocaust instruction. Districts may meet the mandate by teaching ALL of the following 2020 New Jersey Student Learning Standards for Social Studies.

- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

A guest speaker or assembly without contextual instruction related to the standards does not meet the mandate.

Process for Supporting Districts

The NJ Commission on Holocaust Education provides curriculum, professional development and resources to districts. If a district is struggling to meet the Holocaust Education Mandate, it is recommended that they are referred to the NJ Commission on Holocaust Education for additional support. Districts are encouraged to utilize the Holocaust curricular resources produced by the Commission in order to ensure they are meeting the mandate. For additional questions or concerns, please contact the NJ Commission on Holocaust Education at Holocaust@doe.nj.gov.

If a district fails to meet the Holocaust Education Mandate, the NJ Commission on Holocaust Education will be notified. The NJ Commission on Holocaust Education will reach out to the district and offer to develop and implement a corrective action plan with the district so that they may meet the mandate.

Social Studies Support Document (I&P Indicator 12)

The following highlights features of a K–12 social studies curriculum that would demonstrate compliance with 2020 New Jersey Student Learning Standards for Social Studies (NJSLS-SS). Curriculum should be reflective of the content and practices identified in the NJSLS-SS.

Content/Themes addressed in the NJSLS-SS

Kindergarten through Grade 2

- The role of students in their family, community, country and world.
- Exploration of the American identity through symbols, holidays, and monuments that are reflective of American values and principles.
- Foundational ideas of government (laws and services), democracy (voting and power of the people), human rights (respect for all), the common good (helping others), citizenship (participating), and civil discourse (listening and working together).
- Examination of the local community in connection to its history, economy (good and services/ jobs), government (leaders and services), and environment/geography.

Grades 3 through 5

- Class, school and community citizenship (characteristics of, opportunities for participation and advocacy)
- History, geography and economics at the town, county and state levels.
- Local, state and federal government functions, powers, responsibilities and elections.
    - Examination of key historical documents, i.e. Mayflower Compact, Declaration of Independence, U.S. Constitution and the Bill of Rights
- Histories, cultures and perspectives of United States history starting with the native populations of the U.S. through 1763. Topics should include:
    - Native Americans, highlighting the Lenni Lenape
    - Exploration, settlement and colonization of the 13 colonies
    - Slavery and indentured servitude in the colonial labor system

Grades 6 through 8

World History

World History covering the beginning of man through global encounters (10,000 BCE -1450 CE). (6.2 Performance Expectations)

- Early River Valley Civilizations (Mesopotamia, Egypt, China, India)
- Classical Civilizations (Greece, Rome)
- World Religions

- Afro-Eurasian Trade (500-1450)
- Byzantine Empire (500-1450)
- Medieval Europe (500-1450)
- Japanese and European Feudalism (500-1450)
- Crusades (500-1450)

US History

U.S. History focusing on the Revolution through Reconstruction (1754-1877). (6.1 Performance Expectations)

- American Revolution and Constitution/Bill of Rights (1754-1820s)
- US expansion and immigration (1801-1861)
- Civil War and Reconstruction (1850-1877)

Civics

Civics (minimum 2 quarters or equivalent) Laura Wooten Law (6.3 Performance Expectations)

- the values and principles underlying the American system of constitutional democracy;
- the function and limitations of government; and
- the role of a citizen in a democratic society.

K–12 Social Studies Disciplinary Practices

Emphasis on the integration of the practices/skills at all grade-bands should be noticeable through activities, resources and assessments.

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

Legislative Mandates in the Social Studies Curriculum

The following legislative mandates (AAPI, Amistad, Diversity & Inclusion, Holocaust/Genocide and Individuals with Disabilities and LGBT) may be implemented in an appropriate place in the K–12 social studies curriculum by aligning resources with correlating 2020 NJSLS-SS performance expectations as highlighted below. A district's adherence to the mandate will be determined by their selection of resources and examples. These are not the only performance expectations that may be used to support the integration of the legislative mandates.

Kindergarten through Grade 2

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Grades 3 through 5

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Grades 6 through 8

- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to an increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Grades 9 through 12

- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods.
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

2024-25 NJQSAC Curriculum Review Checklist for Social Studies

Note: This checklist is provided as a sample only and is not a fillable PDF. All data cells in columns 2 through 4 are blank.

District:

Subject:

Curriculum Requirements (N.J.A.C. 6A: 8, N.J.A.C. 6A:30)

Requirement	Elementary	Middle School	High School
a. Curriculum designed and implemented to meet grade or grade level expectations and graduation requirements.			
b. Integrated accommodations and modifications for special education students, Multilingual learners, students at risk of school failure, gifted and talented students, and students with 504 plans.			
c. Assessments, including, formative, summative, benchmark, and alternative assessments			
d. List of core instructional and supplemental materials, including various levels of texts at each grade level .			
e. Pacing guide consistent with the actual days of instruction.			
f. Interdisciplinary connections • Evidence of at least one interdisciplinary connection across grades and content areas • Interdisciplinary Connections require an alpha numeric, grade-level citation.			
g. Integration of 21st century skills through NJSLS 9			
h. Integration of technology through the NJSLS • Integration of technology through the NJSLS Integration of technology, evidenced by explicit citation of technology standards. • If the citations are not explicit, the district must show how the technology standards (NJSLS 9.4) are integrated across the curricula.			

Requirement	Elementary	Middle School	High School
i. Career as per standard 9 • Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or, • Specialized programs that reflect the needs of students and the community.			

Social Studies Specific Notes

- Banded K–2,3–5, 6–8, and 9–12;
- Uses of primary and secondary sources;
- Explicit integration of the Social Studies Practices

Legislative Mandates (in alphabetical order)

Mandate	Elementary	Middle School	High School
Amistad (N.J.S.A.18A:35-4.43) • Instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. • Evidence of Amistad requirements may appear within any content area; however, points are deducted from Social Studies if not present in any content area,			
Asian American and Pacific Islander History and Contributions (N.J.S.A. 18A:35-4.44) Inclusion of the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.			

Mandate	Elementary	Middle School	High School
Diversity, Equity, and Inclusion (N.J.S.A. 18A:35-4.36a) • Evidenced through integration within appropriate places in the K–12 curriculum providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. • Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and • Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.			
Civics in Middle School (N.J.S.A. 18A:35-41) • Instruction shall address the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. • The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.			
History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35) Evidenced in appropriate places in middle and high school curriculum providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.			

Mandate	Elementary	Middle School	High School
Holocaust and Genocides (N.J.S.A. 18A:35-28) • Instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; • To understand that genocide is a consequence of prejudice and discrimination; and • To understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.			

Visual and Performing Arts Support Document (I&P Indicator 15)

The following highlights features of a K–12 visual and performing arts curriculum that would demonstrate compliance with the 2020 New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA).

The 2020 NJSLS-VPA standards are focused on developing artistic literacy and fluency. This is accomplished by engaging students in the cognitive and physical actions of artistic processes and practices within K–12 sequential instruction. The standards also emphasize student-centered approaches by connecting a student's personal experience, background, and interests to the content.

The four artistic processes of Creating, Performing/Presenting/Producing, Responding, and Connecting are the same across all five arts disciplines and all grade bands. The artistic processes are interconnected and should be present in each curricular unit of instruction. Performance expectations from each of the processes should be present to ensure students are learning about the art discipline and actively engaging with the practices. Though the processes are listed in the same order for each discipline, they are not hierarchical and may be arranged in any order in a curriculum unit.

Eleven anchor standards are derived from and aligned to one of the four artistic processes. The anchor standards are parallel across disciplines and describe the general knowledge and skills students will demonstrate throughout their education in the arts. Included in each anchor standard are discipline-specific enduring understandings, essential questions and practices. The anchor standards and the components may be indicated in curricula or curriculum units.

Essential Components of VPA K–12 Curriculum

Standard Indicators and Disciplines	Four Artistic Processes	Eleven Anchor Standards
• 1.1 Dance • 1.2 Media Arts • 1.3A General Music • 1.4 Theatre • 1.5 Visual Arts	• Creating • Performing/Presenting/Producing • Responding • Connecting	• Organized by artistic processes. • Parallel across disciplines. • Identify general knowledge and skills students are to demonstrate. • Contain enduring understandings, essential questions, practices and performance expectations that vary by discipline.

Elementary (K–5)

Elementary Curriculum (Grade Bands K–2 and 3–5)

Requirements	Evidence of Compliance	Evidence of Non-Compliance
Participation in all five arts disciplines. At least one course is available for each arts discipline.	Curriculum is present for at least one course in each of the five disciplines. All corresponding grade-band performance expectations are included in the curriculum.	Missing curriculum for one or more discipline. Some or all performance expectations for one or more arts disciplines are missing.
Dance curriculum is separate from the Physical Education curriculum.	Dance curriculum includes only the 2020 NJSLS-VPA.	Dance is only integrated into the Physical Education curriculum.
Curriculum units have at least one performance expectation from each artistic process.	Four Artistic Processes: • Creating (Cr) Ex: 1.1.2.Cr2b • Performing/Presenting/Producing (Pr) Ex: 1.2.5.Pr4a • Responding (Re) Ex: 1.3A.2.Re7a • Connecting (Cn) Ex: 1.5.8.Cn110a	Curriculum units only include 1, 2, or 3 of the 4 artistic processes.
Students develop artistic literacy and fluency through opportunities to connect their background, experiences and interests to the art disciplines.	Assessments include the following: • Artistic processes and practices (see page 7, 2020 NJSLS-VPA). • Demonstrate knowledge of discipline-specific elements and vocabulary. Examples include critiques, artist statements, establishing criteria for selection, and explanation of performances or artworks. • Creation of works connected to the students' interests, background, and experiences.	Assessments only include evidence of students learning about the arts discipline, not physically engaging in the art. Assessment lacks opportunity for student choice.

Middle School (Grades 6–8)

Middle Grades Curriculum (Grades 6–8)

Requirements	Evidence of Compliance	Evidence of Non-Compliance
Access to all five arts disciplines.	Curricula are present for all five disciplines.	Missing curriculum for one or more disciplines.
Curriculum units have at least one performance expectation from each artistic process.	Four Artistic Processes: • Creating (Cr) Ex: 1.1.2.Cr2b • Performing/Presenting/Producing (Pr) Ex: 1.2.5.Pr4a • Responding (Re) Ex: 1.3A.2.Re7a • Connecting (Cn) Ex: 1.5.8.Cn110a	Curriculum units only include 1, 2, or 3 of the 4 artistic processes.
Options to specialize in an arts discipline of choice.	More than one course is offered for each arts discipline. Standards-aligned curriculum is present for each course.	Only single grade or grade-band level course is available for each discipline.
Options for specialization in music with sequential courses. (See page 3, 2020 NJSLS-VPA)	Two additional sub-disciplines for music: Ensembles and Harmonizing Instruments. Music sub-disciplines have proficiency levels of Novice and Intermediate. See the proficiency level chart.	Only novice proficiency levels are listed. Only one course level is present for music sub-disciplines.
Dance curriculum is separate from Physical Education curriculum.	Dance curriculum includes only the 2020 NJSLS-VPA.	Dance is only integrated in the Physical Education curriculum.

Requirements	Evidence of Compliance	Evidence of Non-Compliance
Students achieve competency in their chosen discipline. Curriculum builds on K–5 foundation.	Assessments include the following: • Artistic processes and practices (see page 7, 2020 NJSLS-VPA). • Knowledge of discipline-specific elements and vocabulary. Examples include critiques, artist statements, establishing criteria for selection, and explanation of performances or artworks. • Creation of works connected to the students' interests, background, and experiences. • Evidence of students working toward independence in the creation of artworks and/or performances.	Assessment topics or themes are restricted to a single way students can demonstrate their knowledge.

Course Title Examples

Course Title Examples for Grades 6–8

Dance	Media Arts	Music	Theatre	Visual Arts
• Dance (grade level) • General Dance • Technique • Choreography • Repertory	• Media Arts (grade level) • Cinematography/ Video Production	• General Music (grade level) • General Band • Concert Band • Orchestra • Contemporary Instrumental Ensemble • Small Ensemble • Chorus • Vocal Ensemble	• Theatre (grade level) • Theatre Comprehensive	• Visual Art (grade level) • Drawing/Painting • Ceramics/Pottery • Photography • Sculpture • IB Arts Middle Years

High School (Grades 9–12)

High School Curriculum (Grades 9–12)

Requirements	Evidence of Compliance	Evidence of Non-Compliance
Access to all five arts disciplines.	Curricula are present for all five disciplines.	Missing curriculum for one or more disciplines.
Dance curriculum is separate from Physical Education curriculum.	Dance curriculum includes only the 2020 NJSLS-VPA.	Dance is only integrated in the Physical Education curriculum.
Curriculum units have at least one performance expectation from each artistic process.	Artistic Processes: • Creating (Cr) Ex: 1.1.2.Cr2b • Performing/Presenting/Producing (Pr) Ex: 1.2.5.Pr4a • Responding (Re) Ex: 1.3A.2.Re7a • Connecting (Cn) Ex: 1.5.8.Cn110a	Curriculum units only include 1, 2, or 3 of the 4 artistic processes.
Specialization in each arts discipline is available.	Sequential courses for each discipline. Example: Art I, Art II, Art III, Art IV.	Only introductory or single-level courses are offered.
Sequential courses are offered to allow for increased proficiency of an arts discipline.	Varied levels of proficiency are indicated in the performance expectations for sequential courses. See the proficiency level chart.	Proficiency levels are misaligned to the course level.

Course Title Examples

Each course title may have sequential courses, which should be indicated. Course titles may vary.

Course Title Examples for Grades 9–12

Dance	Media Arts	Music	Theatre	Visual Arts
• Technique • Choreography • Improvisation • World/Cultural Dance • Technical Theatre for Dance • Style: Ballet, Jazz, Modern, Hip Hop, Social, Tap • Dance History & Appreciation • IB Dance	• Cinematography/ Video Production • Multimedia Art • Animation • Film Appreciation & Analysis • Digital Imaging • Interactive Game Design • Web Design • Digital Sound Design • Virtual Design • Media for Performance • Media Arts Theory	• Concert Band • Orchestra • Marching Band • Contemporary Ensemble-Vocal or Instrumental • Piano; Guitar • Small Ensemble • Chorus • Individual Technique-Vocal or Instrumental • Recording & Production • Electronic Music • Music History • Music Appreciation • Music Theory • AP Music Theory • IB Music	• Comprehensive Theatre • Acting/Performance • Playwriting & Screenwriting • Stagecraft • Directing • History & Literature of Theatre • IB Theatre	• Drawing/Painting • Ceramics/Pottery • Photography • Sculpture • Jewelry • Printmaking/ • Graphics • Calligraphy • Fiber & Textile • Fashion Design • Industrial Design • Art Appreciation & History • AP Art History • AP Drawing • AP 2-D Art & Design • AP 3-D Art & Design • IB Visual Arts

Proficiency Levels

VPA Proficiency Levels in Music

Grade Bands	Music Discipline	Standard	Proficiency Levels	Ex. Performance Expectation w/ Proficiency Level
K–8	General Music	1.3A	NA	NA
6–12	Ensembles	1.3C	Novice Intermediate Proficient Accomplished Advanced	1.3.C.12nov.Cr3a 1.3C.12int.Pr4c 1.3C.12prof.Re7a 1.3C.12acc.Cn10a 1.3C.12adv.Cr1a
6–12	Harmonizing Instruments	1.3D	Novice Intermediate Proficient Accomplished Advanced	1.3.D.12nov.Cr1a 1.3D.12int.Cn10a 1.3D.12prof.Pr4a 1.3D.12acc.Re7b 1.3D.12adv.Pr6a
9–12	Music Composition & Theory	1.3B	Proficient Accomplished Advanced	1.3B.12prof.Cr1a 1.3B.12acc.Pr4c 1.3B.12adv.Re7b
9–12	Music Technology	1.3E	Proficient Accomplished Advanced	1.3E.12prof.Cn11a 1.3E.12acc.Re8a 1.3E.12adv.Pr5a

Clarification

Courses in Ensembles and Harmonizing Instruments for grades 6–8 will have grade level 12 in the performance expectations. If an introductory course for Ensembles or Harmonizing Instruments is provided for grades 9–12, it is appropriate to use the novice and intermediate proficiency performance expectations.

Novice *(Music Only)*	**Intermediate** *(Music Only)*	**Proficient** *(All Disciplines)*	**Accomplished** *(All Disciplines)*	**Advanced** *(All Disciplines)*
• Grades 6–12. • Introductory to instrument specialization. • Reading music and learning the basics of instrumentation. • Opportunities to perform at skill level.	• Grades 7–12. • Second and/or third year of specialization. • Build on foundational skill development. • Advancing use of musical elements. • Opportunities to perform at skill level.	• Grades 9–12. • Level one course. • Assistance needed to solve assigned artistic problems. • Can be attained by completing one high school arts course.	• Typically grades 10–12. • Level two or three course. • Minimal assistance needed to identify and solve artistic problems. • Attained by completing two or more courses in one arts discipline.	• Typically grades 11–12. • Level three or four course. • Independently research and solve artistic problems. • Attained by completing three or four courses in one arts discipline.

World Languages Support Document (I & P Indicator 13)

The following highlights features of a K–12 world languages curriculum that would demonstrate compliance with the 2020 New Jersey Student Learning Standards for World Languages (NJSLS-WL). NJSLS-WL requires instruction to be delivered in a language other than English and for students to meet proficiency benchmarks by the end of Grade 2, 5, 8 and 12 in the three modes of communication: Interpretive, Interpersonal and Presentational. The proficiency benchmarks by grade band chart clarifies what proficiencies are appropriate for each grade band. The curricular connections for the three modes of communication charts can be used to determine if a curriculum is adequately implementing the NJSLS-WL.

Language of Instruction

All world language performance expectations are achieved in a language other than English. At a minimum, students use the target language to:

- Communicate and interact in culturally appropriate ways.
- Investigate cultural products (e.g. books, tools, foods, laws, music, games etc.) and practices (e.g. patterns of social interactions around making an apology, greeting someone etc.) to learn about cultural perspectives (e.g. meanings, attitudes, values, ideas etc.).
- Make connections and comparisons between a learner's culture and the cultures being studied.

World Languages education includes:

- World language programs where content and instruction are delivered in a language other than English for a designated time during the school day.
- Heritage language programs where a content area (e.g. social studies) is delivered in a language other than English for a designated time during the school day.
- Dual language immersion programs where literacy and content instruction are delivered through two languages.
    - At the elementary level, at least 50% of the school day is spent learning in a language other than English.
    - At the secondary level, at least 30% of the school day is spent learning in a language other than English.

Proficiency Benchmarks by Grade Band

The proficiency benchmarks in the 2020 NJSLS—World Language for each grade band are as follows.

Proficiency Benchmark	Notes	Grade Band	Look For Performance expectation begins with…	Evidence of Non-Compliance
Novice Low	n/a	End of Grade 2	7.1.NL…	n/a
Novice Mid	n/a	End of Grade 5	7.1.NM…	7.1.NL… or mixing of performance expectations from multiple proficiency levels
Novice Mid	If a new language is started in middle school	End of Grade 8	7.1.NM…	7.1.NL… or mixing of performance expectations from multiple proficiency levels
Novice High	If a language is continued from elementary school	End of Grade 8	7.1.NH…	7.1.NL…, 7.1.NM…, or mixing of performance expectations from multiple proficiency levels
Novice High	If a new language is stared in high school	End of Grade 12	7.1.NH…	7.1.NL…, 7.1.NM…, or mixing of performance expectations from multiple proficiency levels
Intermediate Low	Depending on when the language was started and the type of language program	End of Grade 12	7.1.IL…	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels
Intermediate Mid	Depending on when the language was started and the type of language program	End of Grade 12	7.1.IM…	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels

Proficiency Benchmark	Notes	Grade Band	Look For Performance expectation begins with…	Evidence of Non-Compliance
Intermediate High	Depending on when the language was started and the type of language program	End of Grade 12	7.1.IH…	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels
Advanced Low	Depending on when the language was started and the type of language program	End of Grade 12	7.1.AL…	Lower proficiency levels or mixing of performance expectations from multiple proficiency levels

Heritage Language Programs

There is likely to be a range of proficiency levels within a class and across modes of communication based on diagnostic data.

Dual Language Immersion Programs

Student proficiency levels will be higher than the proficiency benchmarks outlined in the 2020 NJSLS-WL.

Curricular Connections for the Three Modes of Communication

All three modes of communication should be present in a grade level curriculum. The tables below outline examples that may be found in various parts of the curriculum and possible evidence of non-compliance.

Interpretive Mode

Interpreting meaning from listening, viewing and reading culturally authentic materials in the target language (the language being learned) and for students to demonstrate their understanding (NJSLS—World Languages, page 4).

Note: Authentic resources are created by members of a language and culture group for members of the same language and culture group. Authentic resources are not: materials created for the specific purpose of helping students learn a language nor translated material.

Examples in Activities and Assessments	Content Should Include (NJSLS—World Languages, NCSSFL-ACTFL Can Do Statements, High Leverage Teaching Practices)	Evidence of Non-Compliance
• Listen to, View/Watch, Read fictional and informational materials and culturally authentic fictional and informational materials in the target language. • Demonstrate understanding by: identifying, recognizing, inferring, interpreting, analyzing, reacting, showing, locating, using graphic organizers to compare, organize.	• Meaningful and relevant context/content is evident in theme and essential question(s) in curriculum. • Authentic materials/resources contributing to the theme and essential question(s) in curriculum.	• Leans predominately on materials created for language learners or teacher created materials with few to no culturally authentic fictional and informational materials. • Few to no opportunities for students to demonstrate what they understood during or after what they listened to, viewed and read. • Isolated skills (e.g. numbers 1–10, alphabet, weather, etc.)

Resources

- High Leverage Teaching Practice: Facilitating Target Language Comprehensibility
- NCSSFL-ACTFL Can Do Statements

Interpersonal Mode

Face-to-face interaction requires students to engage in direct oral and/or written communication with people where there is an exchange of information and a negotiation of meaning (NJSLS—World Languages, page 4).

Note: People are peers, New Jersey certified teachers, community members and people in target culture communities. People are not: computer/app-based programs or AI technologies.

Examples in Activities and Assessments	Content Should Include (NJSLS—World Languages, NCSSFL-ACTFL Can Do Statements, High Leverage Teaching Practices)	Evidence of Non-Compliance

• Face-to-face conversation.
• Participate in online discussions or video conferences.
• Instant messaging and text messaging.
• Exchange personal letters, e-mail or messages.
	• Meaningful and relevant context/content is evident in theme and essential question(s) in curriculum.
	• Spontaneous communication.
	• Negotiation of meaning (e.g. ask clarifying questions, navigating mistakes in comprehension and comprehensibility).
	• The purpose of interpersonal communication is at least one of the following:
	  ○ Exchange information and ideas (e.g. exchange information about things to do in my town; collaborate online with my partner to identify ways to conserve water).
	  ○ Meet my needs or address situations (e.g. say that I am hungry, cold, tired and ask others; interact with potential buyers to answer questions about an item I am selling online).
	  ○ Express, react to and support preferences and opinions (e.g. say if I feel well, so-so, or sick; justify opinions about current trends in music in an online conversation).
		• Memorize conversations, skits, plays.
		• Present / Presentation.
		• Computer program/app based curricula.
		• Lists of isolated questions or a series of questions to ask/answer.
		• Isolated skills (e.g. numbers 1–10, alphabet, weather, etc.).

Presentational Mode

Students present, orally and/or in writing, information, concepts and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate interaction (NJSLS—World Languages, page 5).

Examples in Activities and Assessments	Content Should Include (NJSLS—World Languages, NCSSFL-ACTFL Can Do Statements, High Leverage Teaching Practices)	Evidence of Non-Compliance

Present to an in class and/or external audience orally and/or in writing.	• Meaningful and relevant context/content is evident in theme and essential question(s) in curriculum.
	• Practiced and revised communication.
	• The purpose of presentational communication is at least one of the following orally and/or in writing:
	  ○ Narrate about own life, experiences and events. (e.g. present your family, create a story based on the image(s)).
	  ○ Give preferences, opinions and persuasive arguments. (e.g. tell where you like to go in your community, provide reasons someone should change their screentime habits).
	  ○ Inform, describe, and explain. (e.g. name/label products related to climate change, present information about a cultural event that is important to you).
		• Spontaneous spoken or written conversations.
		• Q & A
		• Isolated skills (e.g. numbers 1–10, alphabet, weather, etc.).